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ABSTRACT

This document supports the survey questionnaire to be administered to a sample of over 22,000 young adults in the second follow-up of the National Longitudinal Study of the High School Class of 1972. Data collection activities were scheduled to start in October 1974 and be completed by March 1975. The field test of the survey questionnaire, techniques for handling non-response, the contractor's role, and the need for maintaining data confidentiality are discussed. Subsequent sections of the report discuss publication plans, basic tabulations and analytical models, time schedules, consultations outside the sponsoring agency, and average time required to complete the questionnaire. The appendix contains a detailed account of the field test, and recommendations for the full-scale second follow-up survey. Subjects in the field test were 903 young people representing a probability sample of seniors from the high school class of 1971. Analysis of the field test data focused on four major concerns: (1) instrument response; (2) item response; (3) skip pattern errors; and (4) composite measure analysis. The questionnaires used for the field test and for the second follow-up, and various correspondence are also included. (CP)

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RTI-22U-884 7 August 1974

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# Supporting Statement for the Survey Instrumentation of the Second Follow-Up Survey for the High School Class of 1972

TM 007 664

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# ATTACHMENTS

Attachment A: National Longitudinal Study of the High School Class of 1972: Second Follow-Up Field Test

Attachment B: Survey Instrumentation for the Field Test of the NLS: Second Follow-Up

Attachment C: Survey Questionnaire for the Second Follow-Up of the NLS of the High School Class of 1972

Attachment D: OPERATION FOLLOW-UP Newsletter

Attachment E: Parent and Sample Member Advisory Letters

Attachment F: Text of Mailgram and Postcard Reminder

Attachment G: Cover Letters for First and Second Questionnaire Mailouts

Attachment H: Time Frame Chart

# Supporting Statement for the Survey Instrumentation
# of the Second Follow-Up Survey
# for the High School Class of 1972

## I. JUSTIFICATION

### A. The Circumstances Prescribing the Survey

This document is submitted in support of a survey questionnaire to be applied to a sample of over 22,000 young adults in the second follow-up of the National Longitudinal Study of the High School Class of 1972.

The purpose of the basic longitudinal study is to discover what happens to young adults after they leave high school, as reflected in their subsequent educational and vocational activities, attitudes, and aspirations, and to relate this information back to earlier educational experiences and personal or biographical attributes. The ultimate goal of the program is to achieve a better understanding of the development of students in the American educational system, and of the factors associated with individual educational and career outcomes. Two major consequences of such information are envisaged: (1) the planning and implementation of programs to enhance educational opportunity and achievement and to upgrade occupational attainment, by educational policy-makers; and (2) the extension of current knowledge of human development for the communities of educators and educational researchers in general.

The National Longitudinal Study (NLS) is serving diverse interests within the U. S. Office of Education, where various units have contributed to its formation and development, and continue to influence its course. These units include the National Center for Educational Statistics; the Office of Planning, Budgeting, and Evaluation; the Bureau of Post Secondary Education; and, the Bureau of Adult and Occupational Education. The potential use for the information being gathered by this study, however, far exceeds the interests of any particular group; the broad data base and succession of observed effects will serve many interests of other governmental agencies, the educational research community, and the education community in general.

Base-year data on about 17,000 young people from a national probability sample, collected in the spring of 1972, included personal and background information on the respondents; information as to their school performance and educational experiences; selected cognitive test data; and basic information on their high schools and their educational programs.

The first follow-up activity, which began in the fall of 1973, focused on bringing the sample up to full size by contacting individuals in the base-year sample who could not participate earlier (generally because of school scheduling problems), and in obtaining from the augmented group of some 22,000 current information about their basic educational and work activities, and their continuing or revised plans, aspirations, and attitudes.

The second follow-up survey, planned for fall 1974, comes at a critical time for assessing the cumulative aspects of prior experience and events for the young people in the sample, and at a time when new events of some importance may be revealed. The activity state and plans of those who entered two-year colleges in the fall following high school graduation will reveal whether they are continuing in higher education or are delaying or terminating their formal education. Those entering four-year colleges directly from high school would now be beginning their junior year; the majority of those who drop out of college can be identified and their reasons examined. Those in the sample who entered the job market directly upon graduation from high school should be revealing reliable patterns of early work and career activity by now, and will have acquired some new perspectives for projecting themselves in a vocational future. Given the major events named in the foregoing that will be revealed through the fall 1974 contact, the analysis may now begin to address the central questions prompting the study in significant ways, to wit: what now happens to young people, and what associated factors explain or illuminate these outcomes? What is needed to modify these usual outcomes toward assuring a better opportunity for the nation's young people?

## B. The Use of Survey Data

Basic analyses of how different subgroups of the population fare over the transition from high school to work or career, with particular attention to instances where programs of federal interest or support have touched their lives, will be performed by the contractor; other special analyses of data may be conducted by the OE units involved. Major uses of data are discussed later in the section concerned with analysis and tabulation plans, but in general are directed toward the fulfillment of many and diverse data requirements of the various bureaus and agencies of the Office of Education. Detailed profiles of student background characteristics, aspirations, and plans for post secondary experiences, will yield selectively useful information for future federal program planning and evaluation. The Bureau of Post Secondary Education needs regularly updated information on the demand for post secondary education. It is particularly concerned with the acceptability of various higher education financial aid plans and with developing appropriate programs to provide adequate post secondary education opportunities to the financially, culturally, and educationally disadvantaged, and to minority group members. The Bureau of Adult and Occupational Education (BAOE) is similarly concerned with improving vocational and technical educational opportunities and programs. The Office of Planning, Budgeting, and Evaluation (OPBE) requires information on all facets of student background and outcomes for effective interpretation, evaluation, and prediction of current and future program developments.

These data will also fill a widespread need on the part of the educational community--e.g., researchers and administrators at the elementary, secondary, and post secondary levels--for information on the "flow" of young adults through the post secondary occupational-educational system. They will provide insight into identifying and understanding the major branching or decision points that affect the educational and life patterns of individuals in the period following secondary school. Significant linkages or path choices can be traced, estimates of the associated transition probabilities provided, and insight afforded into the relative importance of the factors which determine or otherwise affect these transition probabilities.

## C. The Unique Need for the Data to be Collected

Although other studies of factors affecting the educational and vocational development of young people after high school have been conducted, these fail to provide the necessary information for one or another of at least three basic reasons. First, many relevant social and economic factors change over time in ways that may greatly affect the educational and vocational progress of young people. Thus, the Project Talent longitudinal survey begun in the early 1960's was bound to the forces peculiar and unique to that time, but not to the present (e.g., availability of open-door colleges, modal proportions or minorities entering colleges, etc.). Second, many studies are concerned with only one class of antecedent variables toward explaining later development, and typically fail to take account of important interventions emanating from current federal priorities; such studies also generally do not involve a representative sample, or samples with sufficient numbers of important subgroups (e.g., racial-ethnic minorities). Third, many other studies are more concerned with developing models or theories of behavior (e.g., Super's Career Pattern Study)--an objective not alien to the present effort, but insufficient for the basic objectives of the National Longitudinal Study. These studies have permitted, however, an excellent basis for perfecting the basic design of the National Longitudinal Study as a second generation effort, for indeed the continuing planning has relied to a considerable extent on the task contracted by USOE to the Center for the Study of Evaluation, U.C.L.A., to review and synthesize the findings of such studies as they apply to the educational process.

## II. DESCRIPTION OF SURVEY PLAN

### A. The Potential Respondent Universe

The Second Follow-Up Survey in the National Longitudinal Study of the High School Class of 1972 will be a continuation of a data collection effort on a sample of about 22,000 young adults who participated in the base-year and/or first follow-up surveys. This continuing study was initiated as a nationwide, two-stage, stratified probability sample with schools and students as the first and second stage units, respectively. Low SES and racial minorities were oversampled so that sample sizes for these important subpopulations would be adequate for detailed analyses.

The basic instrumentation for the third occasion of measurement will be a self-administered follow-up questionnaire for all subjects. The general time frame of the project schedules data collection to start in October 1974 with survey operations to be completed by March 1975.

The potential respondents, then, represent a sample with prior approval for both the base-year and first follow-up studies.

### B. Field Test of Survey Questionnaire

The Research Triangle Institute conducted a major field test effort with an initial version of the proposed survey questionnaire (OMB No. 51-S-74007). This field test took place during the period April-June 1974, using a sample of 903 seniors from the high school class of 1971. This was the same sample selected and used by RTI (under contract with USOE) in 1971 to pretest the NLS base-year questionnaire and by the U. S. Bureau of the Census in May 1973 to pretest the first follow-up survey questionnaire for the High School Class of 1972.

Very briefly, the primary purpose of the second follow-up field test was to investigate certain variations in item format, as well as in overall instrument format, which might improve on the first follow-up item and instrument response results. Additionally, a number of new items were employed in the field test to obtain information about respondents in areas not covered by the first follow-up or base-year instruments (e.g., political participation, consumer behavior, social maturity and job awareness). Such items as were judged "successful" are included in the submitted questionnaire.

A formal report of this field test and the survey instrumentation employed are appended to this statement as Attachment A and Attachment B, respectively.

Following the field test, and other reviews of the results by RTI and the involved units of the USOE, a revised version of the survey questionnaire for the second follow-up was prepared and is presented as Attachment C.

## C. Techniques for Handling Nonresponse

There are three basic kinds of nonresponse which should be recognized and dealt with in the second follow-up survey. One kind of nonresponse is attributable to loss of contact with some respondents because of name and/or address changes. The second type of nonresponse is simply a matter of individuals, for whatever reason, failing to complete and return the questionnaire. The third type pertains to individual item nonresponse within a returned questionnaire in that the particular individual fails to answer any or all questions appropriate to the skip pattern which he chooses to follow. The techniques which will be employed to deal with each of these nonresponse problems are discussed separately.

### 1. Loss of Contact

A current correct address for each sample member will be obtained by the activities described below.

The first follow-up activities included the mailing of an identification/change-of-address (ID/COA) card to all sample members during the spring of 1974. These cards are remailed when a respondent updates his address; therefore, to the extent that respondents have returned their change-of-address cards, the name and address file at RTI remains relatively current.

An initial second follow-up activity involved the preparation of an OPERATION FOLLOW-UP newsletter (Attachment D), which encourages the potential survey respondents to update their address and complete the questionnaire when it arrives. This newsletter (and an enclosed return postcard for address update/verification) was mailed to the last known address of all members of the sample on 19 July 1974. Newsletters were sent with "Address Correction Requested" instructions to the post office.

Tracing procedures are implemented as soon as an ID/COA card or a newsletter is returned by the post office indicating that the mailed address is no longer correct and that no forwarding address is available.

Based on experience with the advance newsletter in the first follow-up, RTI feels that this procedure is extremely useful for initiating tracing activities well ahead of questionnaire mailout as well as for establishing continued rapport with sample members. Prior to the 23 October 1973 questionnaire mailout, 1,149 new addresses were obtained through telephone tracing, based on returns of undeliverable newsletters. In addition, 6,351 postcards were returned by sample members, 2,951 of which reflected changes in permanent or temporary addresses. The remaining 3,400 returned postcards verified correct addresses on file. Thus, the overall result of the newsletter mailout was an updating or verifying of almost 36 percent of the addresses on file.

The effectiveness of the newsletter procedure in the first follow-up is further demonstrated by the remarkably low percentage of questionnaires which were returned by the post office as undeliverable; i.e., 3 percent. However, it should also be noted that some potential respondents for whom no address corrections or undeliverable returns were ever received professed in a subsequent telephone contact that the materials were not to their knowledge received. Consequently, care was taken this time in the newsletter to highlight the return postcard for address correction or confirmation and to stress its importance. Further, in general, we will design the questionnaire envelopes so that they may be readily distinguishable from routine mailings. This will be accomplished by imprinting hash marks along all four edges of the envelope for the questionnaire, a box containing notification that this is U. S. Office of Education survey material, another notation for address correction requrested, and a return address to the OPERATION FOLLOW-UP at Research Triangle Institute.

A number of avenues will be used to trace sample members who have moved. Tracing for the first follow-up survey has demonstrated that some will be more productive than others; Table 1 includes the most likely sources of help, in order of their effectiveness for tracing purposes. Information could be gained from all of these sources by mail requests or telephone calls. Telephone calls will, however, be used whenever possible. Mail requests have proven to be too time-consuming based on the period allowed for return correspondence and address updating. However, when required by the nature of the missing data or its source, mail requests will be used.

As new or corrected addresses are obtained, the data file will be immediately updated so that the most current mailing address information is always available.

The second follow-up questionnaire mailout is scheduled for the second week of October 1974; because of the short time span between newsletter and questionnaire mailout, it will be necessary to complete the tracing task as quickly as possible. Any overlap of tracing activities with the period of data collection will shorten the time span allowed for a possible mail response. In any case, every effort will be made to complete tracing activities for each case received within a one-week period.

A 94 percent response rate to the total first follow-up effort was achieved, leaving about 1,700 individuals classified generally as nonrespondents. After deducting approximately 442 known refusals or nonrespondents for other reasons (e.g., death), 1,279 cases remained to be processed if we were to keep the integrity of the NLS sample intact. Telephone tracing of these 1,279 nonrespondents to the first follow-up survey became a priority task in the second follow-up. Experienced RTI telephone tracing staff were assigned to this task, using the procedures noted above.

By the end of June, 1974, RTI had successfully traced 777 of the 1,279 nonrespondents. Of the 777 cases completed, 454 required an address update, 260 addresses were verified, 58 refused further participation, one was deceased, and four were removed from the sample for other reasons.

It is assumed for the second follow-up that a total of about 2,000 individuals will require some tracing activity. This estimate is based on a volume of almost 1,900 cases traced in the first follow-up and reflects ID/COA tracing in addition to newsletter tracing with a very mobile population.

## Table 1

## TRACING SOURCES OF INFORMATION*
(Listed in order of effectiveness)

1. Name, address and telephone number of parents, guardians or other relatives of the individual.

2. Names, addresses and telephone numbers (furnished by the individual and other contacts) of the two people who would always know how to get in touch with him.

3a. Name and location of the postsecondary school the sample member has has attended or planned to attend; or

b. Name and location of the sample member's employer, as reported in the first follow-up questionnaire.

4. Neighbors of the sample member or his parents.

5. Principal or other contact at the secondary school attended.

6. State or registration and identification number of driver's license.

7. Local government agencies.

8a. Armed forces locator services (or rosters as supplied by DOD for the first follow-up).

b. Institutional records (i.e., prison, police, mental institutions, etc.).

9. Local credit bureaus or other similar organization.

* Social Security numbers are a critical source of identification and verification, but information from Social Security records is not readily available for use as a tracing aid.

From early October through early December, nonrespondents located through tracing activities will be sent a packet of survey materials (containing a questionnaire, cover letter, and post-paid return envelope) immediately after their current mailing address is determined. Those subjects traced to a definite address after about December 15 will not be mailed questionnaires for completion, as there will be little chance that they will receive their packet of materials in time to complete the instruments and return them to RTI prior to preparation for personal contacts. Provision for contacting nonrespondents personally to complete the questionnaire is discussed in a later section.

### 2. Failure to Return Questionnaire

The second kind of nonresponse problem results from the failure on the part of some individuals to complete and return the questionnaires after having received them.

An additional step in the mailout process is planned for the second follow-up survey. This step is intended to promote greater awareness prior to the receipt of the questionnaire and to increase the return rate, particularly during the initial phase of data collection. Specifically, in mid-September, RTI plans to send an advisory letter to parents of each sample member whose address is known to be the same as his parents. This letter to parents will explain that a package of survey materials for their son or daughter will arrive sometime early in October and that these materials should be forwarded to the son or daughter if he or she is away from home at the time. If the parents do not wish to forward the materials, they will be asked to call RTI collect so that an immediate second mailing can be made directly to another address. Approximately one week prior to the questionnaire mailout, an advisory letter will also be sent by first class mail to all sample members. This rather brief letter will explain that the individual should be receiving OPERATION FOLLOW-UP survey materials within about ten days. This letter will be mailed to the address at which each sample member is believed to receive mail directly on 7 October 1974.

These two lead letters are planned as an additional attempt to emphasize the significance of the study to parents as well as to sample members, and to promote the timely receipt of survey materials by sample members. Copies of both letters are submitted in tentative draft form as Attachment E to this supporting statement.

After the initial questionnaire mailout, RTI plans a number of follow-up techniques in an attempt to achieve a 60 percent (of those mailed questionnaires) return[*] by mail of completed questionnaire. The first technique will consist of an automatic thank you/reminder postcard mailed to all sample persons approximately one week after the initial questionnaire package was mailed. Three weeks after the initial mailing, RTI will send out a second reminder postcard to half of the individuals in the sample who have not returned questionnaires or been identified as tracing problems. The other half of the sample will be sent mailgram reminders. The card or mailgram will urge the individual to return his completed questionnaire and ask him to call RTI for assistance, if required, including mailing additional materials. (A copy of the mailgram reminder employed in the first follow-up is shown in Attachment F. A similar text will be developed for use in the second follow-up.)

About five weeks after the initial questionnaire mailout, a second packet of materials, similar to the first, will be mailed to each nonrespondent at his most recent known address. A different covering letter has been drafted for OE approval for use in this second mailout. This letter will re-emphasize the importance of the study and urge the individual to return his completed instrument to RTI at once. (Drafts of the cover letters for the first and second questionnaire mailout, respectively, are presented as Attachment G.) One week after the second questionnaire mailing, RTI will send a reminder postcard to those nonrespondents who received a reminder mailgram after the first questionnaire mailing. Nonrespondents who received a postcard will receive a mailgram reminder. Since mailgrams were not used until late in the first follow-up as a reminder technique, it is difficult to assess their effectiveness as follow-up measures in the sequence outlined above. It is felt, however, that the mailgrams had a more significant impact on nonrespondents than postcards. The procedure outlined above will permit validation of this assumption.

Some experience is beginning to accumulate as to the general responsiveness to the NLS questionnaires of the individuals in the sample. Attention to and utilization of such information may permit varying the press for questionnaire return as a function of previous return patterns, toward both reducing costs and increasing response rates.

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[*] Although efforts such as these planned for the second follow-up yielded a return in excess of 60 percent for the first follow-up and 62.2 percent for the field test of the second follow-up, we cannot discount the likelihood of some shrinkage from maturation and repeated contact factors in the second follow-up. Shrinkage of respondents over time has been so frequently documented in longitudinal studies that any reduction of effort on our part, even with sample members who have responded readily in the past, would be unwise.

RTI plans to begin the second follow-up survey by treating all respondents and nonrespondents (excluding confirmed refusals) to the first follow-up in the same manner. However, we will analyze the historical response file from the first follow-up, form groups of sample members with similar response histories, and compare these groups to similar groupings of respondents and nonrespondents to the second follow-up. This analysis of the historical response file has begun before questionnaire mailout, so that some first tentative groupings of potentially difficult cases can be made. Additionally, we can use the questionnaire quality assessment measures (being developed as a part of the first follow-up) to modify these groupings. Thus, within the first month or so after the second follow-up mailing we will begin analyzing response data to determine realistic groupings of students who need to be handled by special procedures.

Based on mail response to the second follow-up questionnaire about six weeks after the initial mailout, three basic categories of nonrespondents will be identified:

(1) Mail respondents to the first follow-up questionnaire who have not responded to the second follow-up questionnaire.

(2) Respondents to personal interview on the first follow-up questionnaire, who have not yet responded to the second.

(3) "Absolute" nonrespondents; i.e., those sample members who have not responded to either first or second follow-up questionnaires.

Within each of these three large categories sample members will be further stratified by a number of key variables such as ethnic background, income, and current activity state (i.e., marital status, educational or occupational status, or military status). This information will be reviewed and, if justified (in the opinion of RTI project staff) by the response rate data, specifically tailored mailgrams or telephone scripts will be developed to appeal to sample members on an "individualized" level. Moreover, if it appears beneficial, RTI will also attempt to match respondents and interviewers on important attributes. For example, bilingual interviewers will be assigned to Spanish surnamed individuals.

Historical record of response of each individual to each contact will be maintained during the second follow-up as in the first, together with a record (from editing procedures) as to the apparent level of adequacy of data provided by the respondent. If stable patterns of degree of responsiveness and adequacy of data do begin to emerge, later follow-ups can be so planned as to provide the best solutions to these problems.

### 3. Item Nonresponse

The third and final type of nonresponse problem with which we are concerned is item nonresponse within a returned questionnaire. The structure of the questionnaire permits and indeed instructs an individual to skip over (i.e., not to answer) items which are deemed not applicable to him based on his response to previous items. This type of item nonresponse is appropriate and presents no problem. Another type of item nonresponse--and the type of potential concern--occurs for unknown reasons which range from perceived invasion of privacy, through misunderstanding, to simply not seeing the item. Every effort is made in subject matter and item format--itself an area of investigation in the field test--to avoid this type of "inappropriate" nonresponse. Furthermore, nonresponse to a specified set of key items will be detected during the editing of the questionnaire and telephone calls will be made to these respondents in an effort to secure this critical information. These follow-up calls proved quite fruitful in the field test, obtaining the solicited information from all but one of the 91 sample members who were contacted.

The data collection goal is to obtain at least a 90 percent instrument response rate overall. RTI plans to achieve this goal by utilizing its network of field interviewers. Based on the experience of the first follow-up, and of the field test, it is assumed that the procedures outlined above will secure a 60 percent-plus response by mail again in the second follow-up survey. This would leave less than 40 percent of the sample members to be interviewed personally. In light of potential travel restrictions related to continuing gasoline shortages,* an estimated 10-15 percent of these personal interviews will be conducted by telephone. This estimate is based on the experience of the Census Bureau in the first follow-up.

These efforts are believed to be virtually exhaustive, and should produce the maximal response within other constraints imposed (e.g., no response incentives, etc.). The goal is to achieve again at least 90 percent response overall and the procedures outlined above should insure the attainment of this goal.

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*See U. S. Department of Commerce, Bureau of the Census, LHS Office Memorandum No. 74-3, dated 9 January 1974, as an example of travel restrictions RTI plans to impose on field interviewers.

D. Approval of the Statistical Aspects of the Survey Design

The statistical aspects of the survey design for the second follow-up effort have been reviewed and approved by Dr. Kenneth A. Tabler of the National Center for Educational Statistics, USOE, who is also Project Officer for the National Longitudinal Study.

E. The Contractor for the Survey

The Second Follow-Up Survey of the National Longitudinal Study has been contracted (OEC-0-73-6666) to the Research Triangle Institute (RTI) of Research Triangle Park, North Carolina.

RTI's role with the program began with a prior contract for the basic design of the National Longitudinal Study, with emphasis on sampling specifications and design of base-year instrumentation. In this work, RTI provided OE with detailed recommendations of the design parameters and procedures for an efficient longitudinal study of secondary school seniors. It was the broad aim of the design to be able to predict post secondary career paths. In the course of this basic design study, RTI accomplished the following tasks:

(1) Tested a number of alternative field procedures for survey quality.
(2) Compared alternative sample designs on the basis of efficiency.
(3) Examined various computer information systems and data analysis strategies.
(4) Developed student, teacher, counselor, and school questionnaires to collect information on relevant education and career variables.
(5) Conducted preliminary analysis of these questionnaires to isolate problem questions, checked item consistency, and examined the interrelationships of certain questionnaire items.
(6) Made recommendations for the conduct of the initial phase, based on the results of these tasks.

Educational Testing Service of Princeton, New Jersey, held contracts for execution of the base-year survey and for design of first follow-up instrumentation to the pretest stage. At that point, RTI was again contracted to perform the following tasks for the first follow-up survey:

(1) revision of the survey instrumentation;
(2) design and procurement of the study materials;
(3) distribution of the study materials;
(4) receipt control and verification of materials received;
(5) development and implementation of tracing procedures;
(6) data editing and corrective actions;
(7) computer software and data base development (building, of course, on prior development for the base-year work);
(8) design of data analysis plans and data analysis;
(9) drawing recommendations for later follow-up surveys; and
(10) preparing final reports.

Some aspects of this work--printing of survey instrumentation, mailout, and encoding data from edited returns--were performed by Measurement Research Center (WLC/MRC) under subcontract to and supervision of RTI.

Also under current contracts, RTI will be responsible for each of these tasks again in the second follow-up survey, as well as for the design of the second follow-up instrumentation. (Attachment A represents the final report of the design study.) Responsibility for the latter entailed:

(1) the establishment of objectives, and a tentative set of priorities for hypotheses to be tested in the second NLS follow-up;
(2) the development of specifications for content of the second follow-up instrument or instruments;
(3) the preparation of the proposed instrument or instruments;
(4) the field testing of the instrument or instruments using the class of 1971 test sample;
(5) the analysis of data from the field test; and
(6) the revision of the instrument and the preparation of this "Supporting Statement" for the OMB submission, which includes a revised and expanded data analysis plan.

With this statement, RTI is working toward the completion of activities five and six.

## F. Confidentiality of Project Data

RTI recognizes the need and assumes the responsibility for maintaining all NLS project documents--including questionnaires, data tapes, and microfilm copies--under strict controls to insure not only confidentiality but also the integrity of the various record series. During all stages of processing and storage, senior project personnel will control access to and removal and replacement of all documents from specified working and storage areas.

Broadly speaking, there are two basic categories of data for which there should be concern about maintaining confidentiality: source documents (questionnaires) and data tape files.

Storage for source documents is in a secure, well-ventilated, vault-like room in the basement of the Ragland building on the RTI campus. The room has about 600 square feet of floor space and has both wall and free-standing shelving. Access is by one locked door, with controlled, i.e., signed for, entry only on authority of the senior professional in charge of receipt control, verification, and coding operations, Mr. D. A. King. Base-year materials (which are in-house for error resolution) and follow-up materials will be stored here, with such working amounts as are necessary being removed, signed for by record identification, and worked on in a secure space under supervision. All base-year and first follow-up hard copy (completed questionnaires) are being reduced to microfilm to provide more secure and less space-consuming storage. On completion of microfilming, these materials are being forwarded to a governmental agency designated by NCES for government storage as desired.

Second follow-up materials will be received in the mail on a daily flow basis, and insofar as possible, be dealt with on a flow basis, with real-time receipt control records being maintained for all processing steps. Overnight storage of processing batches will be in a locked and secure work space. When processing has been completed, all source documents will be filed in an ordered, accessible manner. All source materials will be shipped where specified by NCES on completion of the project.

Data tape files will be maintained confidential and secure by means of the already-established link system. The name and address files must be available both to WLC/MRC and RTI for distribution purposes, and the substantive data tape files must be available for analysis purposes. Both of these sets of files will be maintained on a strict need-to-know basis throughout the extent of the project; and in the case of an updated name and address file in particular, it will be shipped by the most secure method feasible to and from WLC/MRC, and DMC in Washington when necessary. At no time will these files be readily accessible except under specific authority of a senior professional working on the project.

The link file between the sets will be stored in a locked safe while at RTI and may be removed only by the express authority of the Project Co-Directors.

A number of concerns related to protecting the privacy of schools and individuals who participate in the NLS have been expressed from time to time by numerous persons. Specifically, the following are among the most important concerns expressed:

(1) Unauthorized persons could read the school and student name and address files and/or the data files at DMC.

(2) Some of the data files could be linked to name and address files at DMC with or without using the link file.

(3) Since lists of sample schools with four-digit ID numbers were distributed to all states during the base year, persons with this knowledge could associate school and student data with individual schools.

(4) Persons not knowing the school codes might still use values of the stratification variables included on the base-year school and student data files to associate data with individual schools.

RTI plans to take the following specific steps to ensure confidentiality of the NLS data and to protect the privacy of the participant schools and students:

(1) Encrypt all data in the school and student name and address files except the school and student ID codes.

(2) Change school ID codes on all files to new four-digit school ID codes composed of three-digit final stratum code and one-digit school within final stratum code.

(3) Delete the stratification codes for percent minority students, degree of urbanization, and adjusted gross income (base-year student variables 637, 638, and 641) from all NLS data files.

These steps should be applied both to working files in DMC and to any released files, since anyone using DMC could access the project working files.

While in WLC/MRC, the name and address file will be accorded security commensurate with its sensitive status. WLC/MRC has a completely secured facility, [illegible] security personnel on duty 24 hours a day, 7 days a week. Persons in sensitive positions are bonded, and stringent entrance and exit control procedures are enforced. Other confidential materials are currently being processed, not only for the NAEP program, but also for other projects such as The American College Testing Program Financial Needs Analysis, and grade reporting for client schools. Magnetic tape files are secured in an area with single-controlled access. Upon completion of a mailout, the name and address file will be returned promptly to RTI by the same secure method as it was sent.

Microfilm copies of base-year and subsequent follow-up questionnaires will be maintained in a locked storage cabinet in the basement room in Ragland. Only authorized project personnel (i.e., survey specialists and research assistants) will be permitted access to the film copies, primarily for questions concerning addresses or activity states required for tracing purposes.

## III. TABULATION AND PUBLICATION PLANS

### A. Reports and Publications

Formal publication of any reports prepared by RTI will, of course, remain the purview of the USOE Project Officer. Reports provided to USOE in conjunction with the second follow-up will include the following:

(1) Bi-monthly progress reports of operational and research tasks.

(2) Occasional management bulletins (probably four) requested by NCES as work proceeds.

(3) A series of four working papers concerning the substantive and methodological issues of the second follow-up data analyses.

(4) School System Reports. RTI will develop a brief report format for report to schools and other interested agencies of the most interesting and significant facts accruing from the base-year and follow-up returns and analyses. Ten (10) versions of

the brief report will be generated, with one aimed at each of the USOE regions. Data will present regional and national patterns.

(5) Two Planning Conference Reports.

(6) Special Interest Reports. Descriptive and analytical reports in three topical interest areas to be selected by the NCES Project Officer and other USOE representatives.

(7) A Final Project Report. This report is not due until 15 April 1976 but should be available as a tentative final draft on 15 November 1975.

## B. Analyses and Tabulations

The basic tabulations and analytical models associated with the second follow-up analyses will be quite similar to those currently being employed for the first follow-up analyses. They become more complex, however, because more measures taken at more points in time are available and more experiences have been impinging on the respondents affecting both their behaviors and perceptions. The general purpose of this longitudinal study is to determine what effects the educational and work experiences during late high school and the early post secondary years have had on the respondents' behaviors, plans, aspirations, etc. The conceptual model holds that a respondent's sex, socio-economic status, race, and ability partly determine his high school educational and work experiences. These educational and work experiences, in turn, modify his plans, expectations, etc., and affect his academic performance. His plans, expectations, and academic performance partially determine his next activity state (e.g., work or education) and experiences in the activity state further modify his plans, expectations, and performance, and so on. In general, we have measures of the respondent's experiences, behaviors, and psychological attributes that can be ordered in time so that we can assess the impact of intervening work and educational experiences between one longitudinal survey point and the next on the respondent's behavior. In the simplest case, we can classify respondents on the basis of intervening work and educational experiences between any two points in time and look for differential change among the groups on such factors as plans, goals, and expectations between the two time points. In addition, we can see if these changes in goals, plans, and expectations are predictive of future activity states.

The second follow-up survey will be collecting data at a point in time (about two and one-half years after high school) when a substantial proportion of the respondents will have either completed post secondary occupational/vocational training or have graduated from a two-year community college. Hence, the impact of the completion of these critical experiences can be assessed in terms of future plans, goals, and activities.

There are eight major tasks concerned with the analysis of the second follow-up data. They are:

(1) critical data base,
(2) weighting and imputation,
(3) non-response bias,
(4) model development,
(5) development of composite variables,
(6) descriptive analyses,
(7) predictive analyses, and
(8) causal modeling.

1. Critical Data Base

Tabulations from the first follow-up file and the merged base-year and first follow-up file on such critical variables as sex, race, and SES components will indicate the extent of missing data and help to determine which questions need to be asked again. In any case, we feel that it is worth asking the respondent's sex and race again in the second follow-up regardless of the extent to which these data are currently missing from the file.

2. Weighting and Imputation

When the data collection for the second follow-up has been completed, then a new set of student record and questionnaire weights will have to be computed for use in the second follow-up analyses. Weights for the base-year and first follow-up data base will be calculated whenever necessary. These activities cannot take place until all of the second follow-up data is placed on the merged data file. After the data has been edited, the extent of missing data will be assessed and the possibility of imputing missing data will be explored. For example, the possibility of estimating missing ability scores by regression equations based upon ACT, SAT, and high school grades is currently being explored in relation to the analysis of the first follow-up data.

### 3. Non-response Bias

Second follow-up respondents will be compared to second follow-up nonrespondents on the basis of the limited base-year data common to the two groups (e.g., type of school attended, race, and selected information from the SRIF). More important, however, the respondents of the second follow-up will be compared to nonrespondents of the second follow-up who responded to the first follow-up. In this analysis, the respondents and nonrespondents can be contrasted on such critical variables as their plans, goals, and activities of the previous survey period. In essence, we can contrast these two groups on dependent variables for the previous time points and hence gain a clear understanding of the types and extent of response bias.

Another estimate of response bias can be obtained from survey response data stored by the automated survey support system. For both the first follow-up and the second follow-up survey procedures, the response to key items as a function of both time and survey procedure (e.g., mail versus personal interview) can be examined.

### 4. Model Development

Some of the proposed predictive and causal models are exceedingly complex and present challenging methodological problems. For example, how does one obtain efficient estimates of the parameters of a categorical variable, non-recursive, simultaneous equation system from a probability sample with measurement errors in the independent variables? Furthermore, how does one estimate the standard errors of these estimated parameters? Although limited research has been addressed to some of these problems on an individual basis, there has been no consideration of all these problems jointly as a system. While some model development activities will be taking place in the fall of 1974 in relation to the first follow-up analysis, greater efforts in model development should be undertaken in the future based upon the experience with various models used in the first follow-up analysis.

### 5. Composite Variables

Work is already progressing on the construction of composite variables from the base year data and, in addition, plans have already been formulated for developing composite variables for the first follow-up data.

The Educational Testing Service (ETS) constructed composite variables for self-concept, control of environment, socio-economic status and ability. However, these analyses were performed with a subsample of approximately 1,000 cases from the base-year file, mainly for exploratory purposes. The present work represents an extension of this exploratory effort in base-year composite measure development.

A number of composite variables will also have to be developed for the second follow-up data. Repeated composites such as self-concept, locus of control, and goal orientations will be developed on the basis of base-year item weights. Some composites unique to the second follow-up (e.g., consumer behavior and self-insight items) will have to be developed on the basis of factor or component analyses. Other scaling techniques such as Guttman scalogram analysis may also be necessary. Wherever possible, the reliabilities and construct validities of the composites will be estimated.

### 6. Descriptive Analysis

In order to obtain a clearer understanding of the potentially large number of interesting cross tabulations, some of the major variables at four time points are listed below.

| Variable | Time 1 (Spring 1972) | Time 2 (October 1972) | Time 3 (October 1973) | Time 4 (October 1974) |
|---|---|---|---|---|
| Ability | X | | | |
| High School Experience | X | | | |
| Academic Performance | X | | X | X |
| Self-Concept | X | | X | X |
| Locus of Control | X | | X | X |
| Plans | X | | X | X |
| Goals | X | | X | X |
| Expectations | X | | X | X |
| Attitudes | X | | X | X |
| Values | X | | X | X |
| Activity State | | X | X | X |
| Financial Aid Status | | X | X | X |
| Job Satisfaction | | | X | X |
| Consumer Behavior | | | | X |
| Citizen Participation | | | | X |

The first follow-up descriptive analyses will have produced all relevant cross tabulations between variables listed at Times 1, 2, and 3 while the second follow-up descriptive analyses will contain Time 1, 2, and 3 variables cross tabulated separately and jointly with Time 4 variables. For example, we will certainly be interested in cross tabulating activity state at Times 2 and 3 with activity state at Time 4 and plans at Time 1 and 3 with plans and activity state at Time 4. These cross tabulations will be done for subpopulations defined on the basis of sex, ethnicity, socioeconomic status, curriculum and other variables. In addition, the cross sectional analyses for the second follow-up data will be generated for each of the same subpopulations.

The descriptive analysis can be further subdivided into two categories: general and issue-oriented. The general descriptive analyses would be focused upon general characteristics of the respondents such as changes in plans, expectations, goals and activity states between any two time points for various subpopulations. On the other hand, the issue-oriented descriptive analyses would be focused on subpopulations exposed to particular OE financial aid programs or particular experiences such as work-study programs for college-going respondents. A general-oriented table might be, for example, a transition matrix of plans in the spring of 1972 with plans in October 1974. An issue-oriented table might be the proportion of high aspiring Blacks with above average ability scores that are enrolled in post secondary education and receiving financial aid.

The descriptive analyses for the second follow-up will differ from the first follow-up descriptive analysis in the types of classification and outcome variables. Enough time has elapsed and sufficient data should be available to form profiles of activity states such that these profiles can be used as classification variables in some analyses and outcome variables in other analyses. For example, respondents could be classified in the following categories: continuous work, continuous education, various combinations of work and education, but most important we can now define relatively clean categories of respondents who have:

(1) completed a vocational/technical training program,

(2) graduated from a junior college and went immediately to work,

(3) graduated from a junior college and transferred to a senior college,
(4) worked at least two years and were never formally enrolled in a post secondary training or education program,
(5) dropped out of college after two years, and
(6) worked for a year and then enrolled in a training or education program.

These are some of many new ways that respondents can be classified and contrasted on such factors as ability, sex, socioeconomic status, race, plans, goals, expectations, self-concept, locus of control, and so on.

In addition, we should be able to form separate subclassifications for those primarily in the world of work and those who have completed or are attending college. Workers should at least be able to be separated into blue-collar and white-collar, and college-going respondents should be able to be categorized by curriculum types such as liberal arts, technical, etc. These groups could then be contrasted on ability, socioeconomic status, race, plans, expectations, goals, etc.

There are many other dimensions on the basis of which subpopulations could be created and compared on goals, plans, self-concept, etc., as well as personal background, educational and vocational experience factors. Some of the more interesting descriptive contrasts that are more applicable to the second follow-up data than to the first follow-up data would include the following:

(a) Compare students who enrolled full-time in post secondary institutions immediately upon graduating from high school with those who initially enrolled one year after high school and with those who initially enrolled two years after high school graduation.
(b) Compare students who transferred from junior to senior colleges with those who remained in the same senior college.
(c) Compare students who are in financial aid programs with those who are not, especially in terms of awareness or knowledge of the programs while in high school.
(d) Compare working respondents who received various types of vocational training with those working respondents who did

not, especially in terms of job satisfactions and job transitions.

(e) Compare those respondents who would have been predicted to go to college on the basis of ability, SES, and plans and did go, with those who would have been predicted not to go but did.

(f) Compare those respondents who would have been predicted to go to college but did not go with those who would have been predicted not to go and did not.

(g) Compare those working respondents who had many different jobs with those working respondents who stayed on the same job, especially in terms of vocational training and job satisfaction.

### 7. Predictive Analyses

The possible new subclassifications of respondents briefly discussed in the previous section should be useful in discriminant analyses which would contrast these groups jointly on the basis of ability, socioeconomic status, plans, goals, expectations, etc. Many of the predictive analyses would involve predicting a person's activity state at a particular point in time or profile of activities over a period of time on the basis of his background characteristics (e.g., sex, race, socioeconomic status, and ability), his previous plans, goals, and expectations, and his previous educational and work experiences. We might expect that initial post secondary activities can be predicted adequately from personal background and high school experiences but that for later post secondary activities, intervening educational and work experiences will increase in importance in predicting subsequent activity states. The results of these predictive analyses will help to define the variables and their roles in the causal modeling activities.

Like the descriptive analyses, the predictive analyses can be grouped according to whether they are issue-oriented or general in orientation. Predicting activity states or changes in activity states are general in orientation while predicting who will obtain financial aid throughout the first two years of college are issue-oriented.

### 8. Causal Modeling

The causal modeling activities will be similar to those to be used in the first follow-up analyses. They will be considerably more complex, however, for the second follow-up because of the longer period of time which results in more variables and more complex relationships needing to be specified.

## IV. TIME SCHEDULE

### A. Planned Overall Time Schedule

The general time frame on the second follow-up study is for data collection to begin with a large-scale mailout in the second week of October 1974, with survey operations to be completed in March 1975. Data analyses will be largely completed by November 1975, with initial drafts of technical reports delivered in December 1975. More specifically, Table 3 shows some of the key milestones and their dates for the project.

### B. Time Lapse Between Data Collection and Publication

Data collection activities are to be completed by 31 March 1975. Draft results are to be submitted in September 1975, a lapse of six (6) months between the end of data collection and availability of results in a draft form. Preliminary tabulations will be available to OE in August 1975, a lapse of four (4) months.

The contract to perform this survey and analysis ends in April 1976. RTI will complete all reporting requirements of the project within the contract period, and intends to have completed some of these in final form during 1975.

## V. CONSULTATIONS OUTSIDE THE SPONSORING AGENCY

### A. Persons Outside the Sponsoring Agency

Between the initial contract award date and the submission of this Supporting Statement to OMB for approval of the second follow-up survey instrumentation, there have been many meetings of interested and involved persons both within and outside NCES, which is the sponsoring agency for

Table 3

SOME KEY MILESTONE DATES

| Date | Activity |
|---|---|
| 19 July 1974 | OPERATION FOLLOW-UP newsletter mailout |
| 8 August 1974 | Tracing activities begin, based on return of undeliverable newsletters |
| 1 September 1974 | OMB approval of questionnaire assumed; print order issued |
| 16 September 1974 | Letter to parents of individuals |
| 30 September 1974 | Lead letter to all sample members |
| 7 October 1974 | First questionnaire mailout (by certified mail) |
| 14 October 1974 | Thank you/reminder postcard |
| 28 October 1974 | (a) Mailgram sent to 50% of nonrespondents<br>(b) Reminder postcard sent to 50% of nonrespondents |
| 14 November 1974 | Second questionnaire mailout (by air mail) |
| 21 November 1974 | (a) Mailgram sent to remaining nonrespondents who were sent postcard on 21 October 1974<br>(b) Postcard sent to remaining nonrespondents who were sent mailgram on 21 October 1974 |
| 2 December 1974 | Implementation of specialized follow-up procedures begins (i.e., tailored mailgrams and telephone calls) |
| 31 March 1975 | Completion of all data collection activities |
| 1 August 1975 | Preliminary tabulations and findings submitted to OE |
| 15 January 1976 | Data analysis completed |
| 1 February 1976 | Draft reports submitted |
| 1 April 1976 | Final reports submitted |

this project within the USOE. The most important of these meetings, and the names of the participants, are presented below:

| | |
|---|---|
| 4-6 November 1973 | Members of the National Planning Conference to the National Longitudinal Study, of the Office of Education and of RTI met in the Hotel Burlington to examine the goals and priorities of the study as a whole. The Second Follow-Up occupied most of the 5 November session. |
| 13 November 1973 | Dr. Tabler, Mr. Collins, Mr. Thompson, Mr. Hubbard, Ms. Lovell, Mr. Cornelson, Mr. Fleming of the Office of Education and Drs. Davis, Riccobono and MacGillivray of RTI met to discuss the dimensions of activity and priorities among them that should be considered for the Second Follow-Up field test instrumentation. |
| 28 November 1973 | Dr. Bruce Eckland, Professor of Sociology at UNC-Chapel Hill met with Dr. Dunteman, Dr. Bailey, Mr. Bacon and Dr. MacGillivray to review the strategy for operationalizing the activity dimensions into item specifications and an outline of instrument organization. |
| 5 December 1974 | Dr. Tabler, Mr. Collins, Mr. Thompson, Mr. Silverman, Dr. Berls, Ms. Lovell, Mr. Hubbard, Mr. Fleming of the Office of Education, Mr. Russell, Mr. Mangold of the Census Bureau and Dr. Bailey, Mr. Bacon and Dr. MacGillivray of RTI met to review the item specifications and instrument outline. The decision to work with two instruments in the field-test was made at this meeting though the final structure of each was not decided. |
| 6 December 1973 | Mr. Bacon met with Professor Donald Super of the Career Pattern Study at Columbia Teacher's College to discuss the measurement of vocational progress, work satisfaction, knowledge of the job market and occupational aspirations. |

| | |
|---|---|
| 14 December 1973 | Dr. Eckland, UNC-Chapel Hill met with Dr. Bailey, Mr. Bacon and Dr. MacGillivray to discuss item structure for the two field test instruments. |
| 20 December 1973 | Dr. Tabler and Mr. Thompson of the Office of Education met with Dr. MacGillivray of RTI in Washington to review the item development of the field test instrumentation. |
| 26 December 1973 | Dr. Ralph Wileman, Director of Educational Media, School of Education, University of North Carolina, met with Dr. Bailey, Mr. Bacon and Dr. MacGillivray at RTI to review the format of the Base-Year and First Follow-Up instruments with the intention of providing an alternative format to highlight directions and to clarify the instrument presentation for the respondent. |
| 7 January 1974 | Dr. Eckland, Mr. Bacon and Dr. MacGillivray met to review drafts of the field test instruments. |
| 9 January 1974 | Dr. Tabler, Mr. Collins, Mr. Thompson, Mr. Silverman, Mr. Fleming, Ms. Lovell, Mr. Ladd of the Office of Education, Mr. Russell and Mr. Mangold of the Census Bureau, Dr. Bailey, Dr. Dunteman, Mr. Bacon, and Dr. MacGillivray of RTI met to review the draft field test questionnaires. Concern was expressed at this time that (1) in the interests of conciseness, information important to the Office of Education would not be gathered and (2) the experimental aspects of the field test were not sufficiently structured. No closure on either question was achieved. |
| 14-16 January 1974 | Dr. Tabler and Mr. Silverman of the Office of Education met with Dr. Bailey, Dr. Dunteman and Dr. MacGillivray to restructure the instrumentation. |
| 20-21 January 1974 | The Kendig Committee met to review the progress of the National Longitudinal Study including the draft of the field test instrument. |

| | |
|---|---|
| 30 January 1974 | Dr. Tabler, Mr. Collins, Mr. Silverman, Mr. Fleming, Ms. Lovell of the Office of Education and Mr. Russell of the Census Bureau met to review a revised draft of the field test instrument. |
| 31 January-<br>1 February 1974 | Dr. Tabler and Mr. Silverman returned to RTI to meet with Dr. Dunteman, Dr. Bailey, Mr. Bacon and Dr. MacGillivray to review the final draft of the field test instrumentation. |
| 20 March-23 April 1974 | Mr. Robert Baker, a graduate student at the Psychometric Laboratory, UNC-Chapel Hill, consulted on scaling methods appropriate for the new composite measures of the field test instrument. |
| 12 June 1974 | Dr. Tabler met with Drs. Davis, Dunteman, Bailey, MacGillivray and Riccobono at RTI to discuss the progress of the field test and review preliminary findings. |
| 17 June 1974 | Dr. Conger, Associate Professor of Psychology, Duke University, met with Dr. Riccobono at RTI to discuss scaling and validation procedures for the field test data analysis. |
| 26 June 1974 | Dr. Tabler met with Dr. Riccobono at RTI to review the progress of the field test analysis and final report. |
| 24 July 1974 | Dr. Tabler, Mr. Collins, Dr. Chandler, Mr. Fetters, Dr. Berls, Mr. Oliveri, Ms. Lovell and Mr. Silverman of the Office of Education, and Drs. Bailey, Dunteman, MacGillivray and Riccobono of RTI, and Drs. Conger and Eckland met in Washington, D. C., to review an initial draft of the proposed second follow-up questionnaire. Concern was expressed about maintaining comparability between the first and second follow-up instruments, particularly for those items which specify definite time frames. It was suggested that a Time Frame Chart be prepared (Attachment H), relating such |

| | |
|---|---|
| | items in the second follow-up instrument to those in the first, to insure this comparability. |
| 31 July 1974 | Dr. Tabler, Mr. Collins, Mr. Silverman, and Mr. Oliveri of the Office of Education, and Drs. Bailey, Eckland and Riccobono of RTI met in Washington to review the final draft of the second follow-up survey questionnaire. |

### B. Availability and Reportability of Data

Marginal tabulations of most questions in the base-year and first follow-up instruments were available during the preparation of the proposed second follow-up questionnaire. The results of the composite measure analyses (i.e., factor structures, internal consistencies, etc.) on selected items from these instruments were also available, as were the results of the second follow-up pretest (see Attachment A). All of these data were used in examining questions of item format, item content, item structure, nonresponse, etc.

### C. Consultation with Government Officials

It will not be necessary to consult with state or local government officials during the second follow-up study.

## VI. RESPONDENT REPORTING BURDEN

### A. Basis for Estimation

Since the proposed second follow-up instrument is similar in content and form to the first follow-up questionnaire, prior experience with the latter will be used as the basis for estimating the range and average time required to complete the new questionnaire.

The minimum time for completion of the first follow-up instrument was about 30 minutes, and the maximum was 75 minutes. The simple average was 50 minutes. But no respondents found it necessary to read or complete all sections of the questionnaire because the skip patterns routed them around nonapplicable parts. It seems reasonable to estimate, therefore, the average response time for the entire project sample to be not more than 60 minutes per person.

## B. Additional Time to Gather Data

The data necessary for a person to complete the questionnaire is generally easily available or already known in sufficient detail for the purpose of the instrument. There may be some minor problems in this regard where addresses or specific dollar amounts are requested; but these should require at most only a few moments extra.

## C. Varying Reporting Burden

As suggested above, the varying skip patterns will cause varying reporting burdens, but these are not aggravated by differences in complexity among sections. Furthermore, the range of variations is not considered great enough for concern, based upon the experiences of respondents to the first follow-up questionnaire.

Attachment A

# National Longitudinal Study of the High School Class of 1972: Second Follow-Up Field Test

## I. INTRODUCTION

During April-June, 1974, the Research Triangle Institute (RTI), under contract to the U. S. Office of Education, conducted a major field test survey for the second follow-up of the National Longitudinal Study of the High School Class of 1972. While the second follow-up survey will investigate a number of hypotheses and questions pertaining to the educational, work, social and personal activities of the study population, the field test focused primarily on (1) the methodological and measurement properties of the survey instrumentation and (2) the effectiveness and feasibility of alternative field procedures. More specific objectives of the field test survey included the following:

(1) To determine the overall rate of response to the field test questionnaire and to infer from this figure an estimate of the probable response rate for the second follow-up survey;

(2) To study the effect of variation in overall instrument format on questionnaire response rate;

(3) To study the effect on questionnaire response rate of offering individuals the option of responding by telephone instead of by mail;

(4) To study the effect of variations in question format on item response rates;

(5) To study the relative effectiveness of different types of skip pattern directions in getting respondents to avoid answering questions not intended for them; and

(6) To determine the reliability and validity of composite measures new to the National Longitudinal Survey.

A detailed description of the field test study, its findings and recommendations for the full-scale second follow-up survey is provided in the remainder of this report.

## II. FIELD TEST SURVEY DESIGN

### A. The Sample

The field test was administered to 903 young people representing a

probability sample of seniors from the high school class of 1971.*
These individuals were initially selected as the field test sample for the base-year survey (1972) and were recontacted last year for the field test of the first follow-up survey.

B. Selection of Treatment Groups

As part of the first follow-up field test survey, an attempt was made to determine whether or not offering a subsample of individuals an incentive of either $2.00 or $5.00 in return for completing the survey questionnaire would increase the response rate among these groups. It will suffice here simply to note that the difference in response rate obtained between the monetary incentive group and the non-incentive group (i.e., the group receiving no cash offer) was not substantial enough to warrant subsequent implementation of this practice in the full-scale first follow-up survey. However, to simply ignore the previous offer of reward in the second follow-up field test analysis could not be done without some risk. Rather, we felt the prudent investigator should now ask of the field test data: to what extent is the current response rate of sample members who were previously offered the monetary incentive effected by the removal of that incentive? This question is important because a significant decrease in response rate due to withdrawal of incentive would indicate a potential bias that should then be controlled for (e.g., by exclusion) in other analyses of the field test data.

To guard against the possible biasing of results referred to above, the field test sample was dividied into two groups at the outset. The "prior incentive" group consisted of those 136 individuals who were offered a monetary incentive (either $2.00 or $5.00) in the first follow-up field test survey. The "non-incentive" group was comprised of the remaining 767 sample members.

Next, within each group, individuals were randomly allocated to 16 different treatment groups or subgroups (of nearly equal size), based on (1) method of precontact, (2) questionnaire version, (3) content of questionnaire appendix, and (4) response mode. The sixteen different treatment combinations are shown in Table A-1 and explicated in more detail in the sections which follow. At the same time, a three-digit identification code was permanently assigned to each individual. The first digit identifies the individual as belonging to either the prior incentive group (code equals 1) or the non-incentive group (code equals 2). The second and third digits taken together (range from 01 to 16 in Table A-1) identify the particular treatment combination which was applied to the individual.

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*The sampling procedure is described in detail in Appendix C of The Design of a Longitudinal Survey of Secondary School Seniors, Vol. II, Final Report SU-610, Research Triangle Institute, February, 1972.

Table A-1

The 16 Experimental Treatment Categories of the Second Follow-Up Field Test

| Treatment Number | Treatment Combination | | | |
|---|---|---|---|---|
| | Questionnaire Version | Content of Appendix | Response Mode | Method of Precontact |
| 01 | Standard | Job Awareness | Mail Only | Letter |
| 02 | Standard | Job Awareness | Mail Only | Mailgram |
| 03 | Standard | Job Awareness | Phone Option | Letter |
| 04 | Standard | Job Awareness | Phone Option | Mailgram |
| 05 | Standard | Self-Insight | Mail Only | Letter |
| 06 | Standard | Self-Insight | Mail Only | Mailgram |
| 07 | Standard | Self-Insight | Phone Option | Letter |
| 08 | Standard | Self-Insight | Phone Option | Mailgram |
| 09 | Cartoon | Job Awareness | Mail Only | Letter |
| 10 | Cartoon | Job Awareness | Mail Only | Mailgram |
| 11 | Cartoon | Job Awareness | Phone Option | Letter |
| 12 | Cartoon | Job Awareness | Phone Option | Mailgram |
| 13 | Cartoon | Self-Insight | Mail Only | Letter |
| 14 | Cartoon | Self-Insight | Mail Only | Mailgram |
| 15 | Cartoon | Self-Insight | Phone Option | Letter |
| 16 | Cartoon | Self-Insight | Phone Option | Mailgram |

## C. Questionnaires

The field test survey questionnaire is divided into six main sections: (1) general information, (2) education and training, (3) civilian work experience, (4) activities and opinions, (5) future tracing information, and (6) appendix. Most of the items comprising these sections have been drawn from either the base-year or first follow-up questionnaire or are minor revisions thereof. The "new" items are, in good part, concerned with activities and opinions and reflect the expanded interest of the second follow-up in the transition of many study participants from two-year community colleges and vocational/technical schools into the labor force or higher education and their transition into more general adult roles as citizens and consumers. The new and old items together provide an instrument approximately the same size as the one to be used in the second follow-up in order to control for the effect of length on response rate and to allow further study of variations of response sets, skip pattern directions, etc.

The inclusion of a 25-item job-awareness test as an appendix for one-half of the questionnaires and a 30-item self-insight questionnaire as the appendix for the other half constituted the only variation in questionnaire content. Although respondents were encouraged to answer these items, the appendix was clearly presented as optional. Both measures were felt to be important to the substantive concerns of the National Longitudinal Study but too lengthy to include in the main body of the instrument. The field test was used to identify their most discriminating elements as will be fully described in a later section.

Two different versions of the survey questionnaire were employed in the field test (see Attachment B): a "standard" version (similar in format and style to the first follow-up instrument) with simple printing fonts and organization throughout, and a "cartoon" version which varied the printing fonts and organization of some pages in an attempt to call attention to skip patterns and certain response options in the questionnaire. In an effort to make the questionnaire more interesting to complete, the cartoon version also contained a "comic strip" of characters portraying an appropriate theme (i.e., Class of '71 Reunion). Finally, across the two questionnaire versions response sets to one frequently used item format were systematically varied (in a manner which will be described later) in order to investigate alternative ways to elicit more complete response.

## III. DATA COLLECTION PROCEDURES

Data collection activity for the field test survey actually began on 22 February 1974 with the mailing of CONCEPT '71 newsletters and return postcards requesting name and address verification to all 903 sample members. Telephone tracing activities were initiated for the 38 sample members whose cards were returned by the post office as undeliverable, and all but eight of these individuals were successfully traced.

On 8 April 1974 lead letters and Western Union mailgrams were sent to sample members reminding them of the forthcoming questionnaire mailout and encouraging their continued participation in the study. In accordance with the three-digit treatment identification codes mentioned previously, 471 individuals were sent lead letters and 432 individuals were notified by mailgram. Again, tracing was conducted to locate the relatively few sample members whose letter or mailgram could not be delivered by the postal service.

Shortly thereafter, on 12 April 1974, the first questionnaire was mailed to each person in the sample. The standard version of the questionnaire was mailed to 471 sample members and the remaining 432 individuals were mailed the cartoon version. Reminder postcards were sent, first, to all members of the sample on 22 April and, then again a week later, to 605 nonrespondents prompting them to complete and return their questionnaires.

As part of the field test investigation, RTI project staff arranged to offer a telephone option to randomly selected sample members. These individuals were also given the option of responding by mail if they so chose. Preparations for offering this option included printing special stickers to be affixed to designated questionnaires; training telephone operators, supervisors, and switchboard personnel; and arranging optimum work schedules to provide 12-hour coverage of telephones dedicated to questionnaire administration.

Questionnaires with the telephone option sticker were mailed to 432 sample members. The special cover sticker specified that sample members could call in their responses to the survey questionnaire from 9:00 a.m. until 9:00 p.m., Monday through Saturday, April 16-27. Sample members were instructed to call collect and identify themselves as a CONCEPT 71 participant. RTI switchboard operators were instructed to route such calls to one of four extensions where trained telephone operators were available to handle the calls.

On 12 April, five (5) members of the NLS telephone staff plus the research assistant in charge of telephone operations were trained in questionnaire administration, documentation of incoming calls, and handling anticipated problems. The questionnaire was reviewed item-by-item and instructions relating to general and specific interviewing techniques were reviewed. Following this classroom-type training, the telephone operators conducted practice interviews among themselves. (At this time, it was discovered that skip pattern directions were inadvertently deleted for several items on the standard version of the questionnaire. The problems created by these omissions and their implications for data analysis are noted later in this report.)

A second mailout to nonrespondents occurred on 6 May 1974. Beginning on the same day and continuing through 17 May, RTI project staff made telephone calls to nonrespondents to advise them that they would soon be receiving another questionnaire. Mailing addresses were verified and comments solicited in regard to reasons for nonresponse. Some additional probing was also done at this time in an attempt to account for the lack of response to the telephone option.

Each returned questionnaire went through an initial editing process to determine whether or not it contained sufficient information for acceptance and subsequent entry into the data file. There were two possible outcomes of this process:

(1) Pass-Edit: If a specified minimal set of "key" questions were answered--or their answers could be inferred from response to other related items--then the questionnaire was accepted, no matter how little other information was given.

(2) Fail-Edit: This condition resulted if any "key" question was not completed in a particular questionnaire. In such cases, telephone calls were made to respondents to obtain these priority data only. If the called respondent was found to be unresponsive to the request for this information, or if the staff was unable to contact him/her in three telephone calls, the partial questionnaire was then accepted as returned.

A total of 529 returned questionnaires were edited prior to the cut-off date for this activity. Of these, 435 (82 percent) were recorded as pass-edits. The 94 questionnaires which failed edit were referred to the telephone follow-up staff and, of the 91 sample members who were successfully contacted, only one individual refused to comply with our request for the missing information.

Edited questionnaires were then coded and keypunched and all data collection activities were completed by 13 June 1974.

## IV. ANALYSIS AND RESULTS

The analysis of the field test survey data focused primarily on the four major concerns alluded to in the introduction of this report, namely: (1) instrument response, (2) item response, (3) skip pattern errors, and (4) composite measure analysis. The analyses and results pertaining to each of these areas of concern are discussed in the sections which follow.

### A. Instrument Response

The second follow-up field test survey was designed to allow several alternate survey conditions to be studied experimentally. Thus, the field test sample was viewed as an experimental sample of 903 observations which would be used to study the main effects and numerous interactions among the four survey condition variables--i.e., method of precontact, questionnaire version, content of appendix and response mode--in a complete $2^4$ factorial analysis of variance, using instrument response rates (unweighted estimates) as dependent variables. As noted earlier, sample members were allocated to treatment groups in such a way that this analysis could be performed with the total sample and/or with the prior incentive and non-incentive groups separately. In any case, using response rates as dependent measures, the following specific comparisons were planned:

(1) Lead letter versus mailgram method of precontact
(2) Standard version versus cartoon version of questionnaire
(3) Job awareness appendix versus self-insight appendix
(4) Telephone option versus mail only mode of response
(5) Meaningful interactions among the four survey condition variables.

The first step in the analysis of instrument response involved generating a number of descriptive tables. A visual inspection and comparison of these tables provided answers to many of the questions which were of interest in the second follow-up field test study. More sophisticated statistical techniques, i.e., analysis of variance, were not required to answer these basic questions.

Table A-2 provides a summary of instrument response rates by major experimental treatment category for the prior incentive and non-incentive groups (response rates for the total, or combined, group are presented in Table A-3). This table clearly demonstrates that removing the offer of monetary reward from the former group in the second follow-up field test did not have a negative or depressing effect on the response rate of this group. In fact, the response rates of the prior incentive group were equal to or higher than those of the non-incentive group for every treatment condition except the mailgram. However, these differences are most likely attributable to artifactual or sampling differences between the two groups and not to any effect of the previous incentive treatment. (There is no logical reason to suspect that withdrawal of incentive would cause an increase in response.)

Table A-2

Instrument Response by Major Experimental Category
for the Prior Incentive and Non-Incentive Groups:
Field Test of the Second NLS Follow-Up Survey

| Treatment Category | Prior Incentive Group | | | Non-Incentive Group | | |
|---|---|---|---|---|---|---|
| | No. in Group | No. of Respondents | Percent Response | No. in Group | No. of Respondents | Percent Response |
| Total | 136 | 94 | 69.1 | 767 | 468 | 61.0 |
| Quest. Version: | | | | | | |
| Standard | 72 | 54 | 75.0 | 399 | 238 | 59.7 |
| Cartoon | 64 | 40 | 62.5 | 368 | 230 | 62.5 |
| Appendix: | | | | | | |
| Job Awareness | 66 | 48 | 72.7 | 374 | 230 | 61.5 |
| Self-Insight | 70 | 46 | 65.7 | 393 | 238 | 60.6 |
| Response Mode: | | | | | | |
| Mail Only | 72 | 52 | 72.2 | 399 | 250 | 62.7 |
| Mail with Phone Option | 64 | 42 | 65.6 | 368 | 218 | 59.2 |
| Precontact: | | | | | | |
| Lead Letter | 71 | 55 | 77.5 | 399 | 240 | 60.2 |
| Mailgram | 65 | 39 | 60.0 | 368 | 228 | 62.0 |

Table A-3 presents the frequencies and percentages of questionnaire "returns" for major categories of respondents, or treatment groups, by week of receipt. Setting 13 June 1974 as the cut-off date for processing returns (questionnaires arriving after this date--and there were at least two dozen of these--were received too late to be coded, keypunched, and analyzed), a final, overall response rate of 62.2 percent was achieved in the field test survey. About 36 percent of these returns (or 22.5 percent of the total sample) were received within the first two weeks, i.e., by 26 April, and thus can be attributed solely to the mailing of the first questionnaire and reminder postcard (and, perhaps, to the February newsletter). An almost equivalent number of questionnaires (21.2 percent) were received in the next two weeks, although the extent to which these returns can be attributed to the 29 April mail-out of prompting postcards to nonrespondents cannot be determined.

Within the total group, which is representative of the population with which the second follow-up survey will be concerned, cursory examination of Table A-3 also indicates no differences of practical significance for any of the four basic survey condition, or treatment, variables. Confidence intervals for each of the main effect differences would quite likely include, or come close to including, differences of zero.

Data similar to that presented in Table A-3 for the total sample is also provided in Table A-4 for sample members who previously returned the newsletter postcard, designed to verify and/or update name and address, and in Table A-5 for those who did not. As would be expected, the response rate of the former group (86.6 percent) was substantially higher than that of the latter group (50.2 percent). It was also not surprising to find that all but one of the 13 refusals for the total sample were individuals who earlier failed to return the newsletter postcard.

The outcome of the telephone option was, in some respects, disappointing. After the extensive in-house preparations described earlier, only five of the 432 sample members who were invited to phone in their responses to the questionnaire elected to exercise this option. Of these, all had essentially completed their questionnaire prior to calling; the "interview" amounted to little more than listening to the respondent call out his or her prepared answers to the questions.

## Table A-3

## Instrument Non-Response and Week of Receipt for Respondents by Major Experimental Category for Total Sample: Field Test of the Second NLS Follow-Up Survey

| Treatment Category | No. in Group | Instrument Non-Response |  |  | Instrument Response by Week Received |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | Total | Refused | Other | Total | Less Than 2 Weeks | 3-4 Weeks | 5-6 Weeks | More Than 6 Weeks |
| Total | 903 | 341 | 13 | 328 | 562 | 203 | 191 | 109 | 59 |
|  |  | 37.8 | 1.4 | 36.3 | 62.2 | 22.5 | 21.2 | 12.1 | 6.5 |
| Quest. Version: |  |  |  |  |  |  |  |  |  |
| Standard | 471 | 179 | 4 | 175 | 292 | 110 | 96 | 54 | 32 |
|  |  | 38.0 | 0.8 | 37.2 | 62.0 | 23.4 | 20.4 | 11.5 | 6.8 |
| Cartoon | 432 | 162 | 9 | 153 | 270 | 93 | 95 | 55 | 27 |
|  |  | 37.5 | 2.0 | 35.4 | 62.5 | 21.5 | 22.0 | 12.7 | 6.3 |
| Appendix: |  |  |  |  |  |  |  |  |  |
| Job Awareness | 452 | 174 | 8 | 166 | 278 | 92 | 104 | 54 | 28 |
|  |  | 38.5 | 1.8 | 36.7 | 61.5 | 20.4 | 23.0 | 11.9 | 6.2 |
| Self-Insight | 451 | 167 | 5 | 162 | 284 | 111 | 87 | 55 | 31 |
|  |  | 37.0 | 1.1 | 35.9 | 63.0 | 24.6 | 19.3 | 12.2 | 6.9 |
| Response Mode: |  |  |  |  |  |  |  |  |  |
| Mail Only | 471 | 169 | 7 | 162 | 302 | 114 | 95 | 63 | 30 |
|  |  | 35.9 | 1.5 | 34.4 | 64.1 | 24.2 | 20.2 | 13.4 | 6.4 |
| Mail with Phone Option | 432 | 172 | 6 | 166 | 260* | 89 | 96 | 46 | 29 |
|  |  | 39.8 | 1.4 | 38.4 | 60.2 | 20.6 | 22.2 | 10.6 | 6.7 |
| Precontact: |  |  |  |  |  |  |  |  |  |
| Lead Letter | 471 | 176 | 6 | 170 | 295 | 110 | 102 | 53 | 30 |
|  |  | 37.4 | 1.3 | 36.1 | 62.6 | 23.4 | 21.6 | 11.3 | 6.4 |
| Mailgram | 432 | 165 | 7 | 158 | 267 | 93 | 89 | 56 | 29 |
|  |  | 38.2 | 1.6 | 36.6 | 61.8 | 21.5 | 20.6 | 13.0 | 6.7 |

* Only 5 of these 260 cases chose to respond by telephone.

## Table A-4

### Instrument Non-Response and Week of Receipt for Respondents by Major Experimental Category for Sample Members Who Earlier Returned the Newsletter Postcard: Field Test of the Second NLS Follow-Up Survey

| Treatment Category | No. in Group | Instrument Non-Response | | | Instrument Response by Week Received | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Refused | Other | Total | Less Than 2 Weeks | 3-4 Weeks | 5-6 Weeks | More Than 6 Weeks |
| Total | 298 | 40 | 1 | 39 | 258 | 120 | 98 | 34 | 6 |
| | | 13.4 | 0.3 | 13.1 | 86.6 | 40.3 | 32.9 | 11.4 | 2.0 |
| Quest. Version: | | | | | | | | | |
| Standard | 147 | 23 | 0 | 23 | 124 | 61 | 43 | 18 | 2 |
| | | 15.6 | 0.0 | 15.6 | 84.4 | 41.5 | 29.3 | 12.2 | 1.4 |
| Cartoon | 151 | 17 | 1 | 16 | 134 | 59 | 55 | 16 | 4 |
| | | 11.3 | 0.7 | 10.6 | 88.7 | 39.1 | 36.4 | 10.6 | 2.6 |
| Appendix: | | | | | | | | | |
| Job Awareness | 160 | 24 | 0 | 24 | 136 | 52 | 61 | 19 | 4 |
| | | 15.0 | 0.0 | 15.0 | 85.0 | 32.5 | 38.1 | 11.9 | 2.5 |
| Self-Insight | 138 | 16 | 1 | 15 | 122 | 68 | 37 | 15 | 2 |
| | | 11.6 | 0.7 | 10.9 | 88.4 | 49.3 | 26.8 | 10.9 | 1.4 |
| Response Mode: | | | | | | | | | |
| Mail Only | 147 | 16 | 1 | 15 | 131 | 62 | 49 | 18 | 2 |
| | | 10.9 | 0.7 | 10.2 | 89.1 | 42.2 | 33.3 | 12.2 | 1.4 |
| Mail with Phone Option | 151 | 24 | 0 | 24 | 127 | 58 | 49 | 16 | 4 |
| | | 15.9 | 0.0 | 15.9 | 84.1 | 38.4 | 32.5 | 10.6 | 2.6 |
| Precontact: | | | | | | | | | |
| Lead Letter | 152 | 22 | 0 | 22 | 130 | 66 | 51 | 12 | 1 |
| | | 14.5 | 0.0 | 14.5 | 85.5 | 43.4 | 33.5 | 7.9 | 0.7 |
| Mailgram | 146 | 18 | 1 | 17 | 128 | 54 | 47 | 22 | 5 |
| | | 12.3 | 0.7 | 11.6 | 87.7 | 37.0 | 32.2 | 15.1 | 3.4 |

## Table A-5

### Instrument Non-Response and Week of Receipt for Respondents by Major Experimental Category for Sample Members Who Did Not Earlier Return the Newsletter Postcard: Field Test of the Second NLS Follow-Up Survey

| Treatment Category | No. in Group | Instrument Non-Response |  |  | Instrument Response by Week Received |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | Total | Refused | Other | Total | Less Than 2 Weeks | 3-4 Weeks | 5-6 Weeks | More Than 6 Weeks |
| Total | 605 | 301<br>49.8 | 12<br>1.9 | 289<br>47.8 | 304<br>50.2 | 83<br>13.7 | 93<br>15.4 | 75<br>12.4 | 53<br>8.8 |
| Quest. Version: |  |  |  |  |  |  |  |  |  |
| Standard | 324 | 156<br>48.1 | 4<br>1.2 | 152<br>46.9 | 168<br>51.9 | 49<br>15.1 | 53<br>16.4 | 36<br>11.1 | 30<br>9.3 |
| Cartoon | 281 | 145<br>51.6 | 8<br>2.8 | 137<br>48.8 | 136<br>48.4 | 34<br>12.1 | 40<br>14.2 | 39<br>13.9 | 23<br>8.2 |
| Appendix: |  |  |  |  |  |  |  |  |  |
| Job Awareness | 292 | 150<br>51.4 | 8<br>2.7 | 142<br>48.6 | 142<br>48.6 | 40<br>13.7 | 43<br>14.7 | 35<br>12.0 | 24<br>8.2 |
| Self-Insight | 313 | 151<br>48.2 | 4<br>1.3 | 147<br>47.0 | 162<br>51.8 | 43<br>13.7 | 50<br>16.0 | 40<br>12.8 | 29<br>9.3 |
| Response Mode: |  |  |  |  |  |  |  |  |  |
| Mail Only | 324 | 153<br>47.2 | 6<br>1.8 | 147<br>45.4 | 171<br>52.8 | 52<br>16.0 | 46<br>14.2 | 45<br>13.9 | 28<br>8.6 |
| Mail with Phone Option | 281 | 148<br>52.7 | 6<br>2.1 | 142<br>50.5 | 133<br>47.3 | 31<br>11.0 | 47<br>16.7 | 30<br>10.7 | 25<br>8.9 |
| Precontact: |  |  |  |  |  |  |  |  |  |
| Lead Letter | 319 | 154<br>48.3 | 6<br>1.9 | 148<br>46.4 | 165<br>51.7 | 44<br>13.8 | 51<br>16.0 | 41<br>12.8 | 29<br>9.1 |
| Mailgram | 286 | 147<br>51.4 | 6<br>2.1 | 141<br>49.3 | 139<br>48.6 | 39<br>13.6 | 42<br>14.7 | 34<br>11.9 | 24<br>8.4 |

Some insight into the reasons for the rather dismal reaction to the telephone option may be gleaned from the comments of the nonrespondents themselves. It will be recalled that prompting telephone calls to nonrespondents took place contiguous with the second questionnaire mailout and that these calls also involved probing into the reasons for nonresponse. RTI telephone staff attempted to call 506 nonrespondents in all. These calls resulted in 386 successful "contacts", i.e., calls completed to either the nonrespondent or to some other member of his household. Table A-6 presents the reasons for nonresponse given by these contacted individuals.

## B. Item Response

As noted earlier, the skip pattern directions for several items (i.e., Questions 58, 59, 60, 75, 91, and 105) were inadvertently left out during printing of the standard version of the field test questionnaire. Consequently, any analyses involving items beyond Question 58 in the "Education and Training" section and the entire "Civilian Work Experience" section of the instrument were necessarily restricted to using data obtained from the cartoon version only.

There are five potential kinds of "response" to any item in the questionnaire. These are:

(1) Appropriate Response - The respondent should have answered the item and did;

(2) Appropriate Nonresponse - The respondent should not have answered the item and did not;

(3) Inappropriate Response - The respondent should not have answered the item and did;

(4) Inappropriate Nonresponse - The respondent should have answered the item and did not; and

(5) Inappropriate Multiple Response - The respondent circled several response options when the directions asked that only one be circled.

The marginal distributions and patterns of nonresponse, inappropriate response, etc., were tabulated for each item in the questionnaire for the total sample and for those who received the standard and cartoon versions, separately. (The marginals based on the total sample are presented in the standard version of the questionnaire found in Attachment B.) Items with high nonresponse rates (i.e., greater than 5 percent) and/or insufficient variability were flagged for subsequent inspection.

## Table A-6

## Reasons Given for Non-Response to the First Questionnaire Mail-Out

| Reasons for Non-Response | Mail with Phone Option | Mail Only | Parents, Other, etc. |
|---|---|---|---|
| Preferred to fill out Questionnaire | 21 | NA | NA |
| Did not notice sticker | 21 | NA | NA |
| Questionnaire forwarded past deadline | 6 | NA | NA |
| Questionnaire too long to call in | 6 | NA | NA |
| Busy | 16 | 17 | 3 |
| Questionnaire thrown away | 4 | 1 | NA |
| Thought idea too expensive | 2 | NA | NA |
| Respondent has baby; couldn't call | 2 | NA | NA |
| Respondent lost questionnaire | 1 | 9 | NA |
| Respondent thought questionnaire was junk mail | 2 | NA | NA |
| Forgot | 2 | 4 | NA |
| Respondent moved; didn't get questionnaire | 1 | NA | NA |
| On TDY - Air Force | 1 | NA | NA |
| Phone installed after deadline | 1 | NA | NA |
| More private to send in | 1 | NA | NA |
| Respondent undecided about answering questionnaire | 1 | NA | NA |
| Didn't see how call would save energy | 1 | NA | NA |
| Refusal | 3 | 7 | 1 |
| Had to get addresses for persons 3, 4 | NA | 1 | NA |
| Respondent didn't know what study was about | NA | 2 | NA |
| Respondent getting married | NA | 11 | NA |
| Respondent pregnant | NA | 1 | NA |
| Respondent lost envelope | NA | 1 | NA |
| Respondent out of town | NA | 3 | 4 |
| Taking exams; will send questionnaire in | NA | 6 | NA |
| Still filling out questionnaire | NA | 6 | NA |
| Questionnaire forwarded; just received | NA | 6 | NA |
| Questionnaire at home; not forwarded to school | NA | 11 | 14 |
| Respondent sick | NA | NA | 2 |
| Parent will forward; respondent has no phone | NA | NA | 6 |
| Respondent traveling; parent holding questionnaire | NA | NA | 6 |
| Respondent not picked up questionnaire yet | NA | NA | 2 |
| No reason given | 50 | 66 | 54 |
| TOTAL | 142 | 152 | 92 |

If upon closer inspection, the nonresponse to an item appeared justified, no further action was deemed necessary. If, on the other hand, the nonresponse to an item appeared unduly high, then the item was either reworked or deleted. Similarly, if an item displayed insufficient variability in response, prohibiting its meaningful analysis in relation to other variables, it was also modified or deleted.

Two variations in item format were employed in the field test study. The one-column variation presents the respondent with a list of items or sub-items and a parallel column of numbers and tells him to "circle as many as apply." The other item format variation presents the respondent with the same set of items and two parallel columns of numbers and instructs him to "circle one number on each line" to indicate whether each item applies or does not apply to him. These two variations in item format were evaluated in terms of their ability to elicit more complete response.

The marginal distributions for each of the 16 questions which employed both the one-column and two-column format variations have been recorded separately in the standard and cartoon versions of the field test questionnaire shown in Attachment B.* The first eight of these questions employ the two-column format in the standard version and the one-column format in the cartoon version; the remaining eight questions have the one-column format in the standard version and the two-column format in the cartoon version of the instrument.

Table A-7 provides an example of a question employing both variations in format, along with the endorsement frequencies and response percentages for each sub-item comprising the question. Question 1 was chosen for presentation in Table A-7 because it typifies the inconclusive nature of the results. Moreover, any overall comparison between the two variations (which had been planned) was prohibited by the missing skip pattern directions for several of these questions in the standard version. Even such a comparison for each individual question, we should add, would be confounded by overall questionnaire format or version. Nevertheless, there did appear to be one fairly consistent pattern in these findings: In general, the "softer," more attitudinal type of question seemed to receive higher endorsement rates with the two-column format, whereas the more concrete type of question (such as

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*The questions employing these two variations in format are Nos. 1, 17, 31, 33, 38, 45, 51, 59, 64, 66, 76, 97, 104, 120, 121 and 122.

## Table A-7

### Response Rates to the One-Column and Two-Column Format Variations for Question No. 1 of the Second Follow-Up Field Test Questionnaire

1. What are you doing now?

(Circle as many as apply to you)

| | DOING NOW | (Frequency) | (% Response) |
|---|---|---|---|
| a. Working for pay at a full-time or part-time job | 1 | (175) | (64.6) |
| b. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 2 | ( 19) | ( 7.0) |
| c. Taking academic courses at a two- or four-year college | 3 | (114) | (42.0) |
| d. On active duty in the Armed Forces (or service academy) | 4 | ( 7) | ( 2.6) |
| e. Homemaker | 5 | ( 35) | (12.9) |
| f. Temporary lay-off from work, looking for work, or waiting to report to work | 6 | ( 12) | ( 4.4) |
| g. Other (please describe: ______________) | 7 | ( 12) | ( 4.4) |

1. What are you doing now?

(Circle one number on each line)

| | Doing Now | (Frequency) | (% Response) | Not Doing Now | (Frequency) | (% Response) |
|---|---|---|---|---|---|---|
| a. Working for pay at a full-time or part-time job | 1 | (179) | (61.5) | 2 | ( 93) | (32.0) |
| b. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 1 | ( 22) | ( 7.6) | 2 | (222) | (76.3) |
| c. Taking academic courses at a two- or four-year college | 1 | (115) | (39.5) | 2 | (139) | (47.8) |
| d. On active duty in the Armed Forces (or service academy) | 1 | ( 9) | ( 3.1) | 2 | (232) | (79.7) |
| e. Homemaker | 1 | ( 55) | (18.9) | 2 | (179) | (61.5) |
| f. Temporary lay-off from work, looking for work, or waiting to report to work | 1 | ( 22) | ( 7.6) | 2 | (214) | (73.5) |
| g. Other (please describe: ______________) | 1 | ( 16) | ( 5.5) | 2 | (124) | (42.6) |

the example in Table A-7) yielded less nonresponse with the one-column format variation. Therefore, in the full-scale second follow-up instrument being submitted (Attachment C), we followed the general rule that "soft" questions would be two-column and "hard" questions one-column, except in those cases where the respondent is asked to "circle one only."

C. Skip Pattern Errors

An internal consistency check procedure was employed to identify inappropriate respondents and inappropriate nonrespondents to specified items on the field test questionnaire. The percentages of these respondents provide an indication of whether or not there are problems with the skip pattern directions associated with these items. Two variations in skip pattern directions were employed in this study. The most frequently used skip pattern direction (for example, Questions 2, 3, 18, 19, 28, 30, etc.) simply directs the respondent to "GO TO" a question farther on in the instrument. The other, less commonly employed type of direction (Questions 76, 77, and 104) tells the respondent encountering an inappropriate question or series of questions to "check here ☐ and go on to" an appropriate question farther on in the instrument. Within instrument sub-sections, the two variations in skip pattern directions were compared in terms of the average number of errors associated with each, using only the data obtained from the cartoon version.

The results of this analysis are summarized in Table A-8. The data presented in this table would appear to strongly support the conclusion that the simple "GO TO" statement is more effective than the "check the box" type of skip pattern direction in limiting the number of both inappropriate responses and inappropriate nonresponses. This general conclusion should be qualified, however. We should also point out that the design of this skip pattern analysis was confounded by the differential selection of items for comparison and, therefore, must be viewed as providing only a crude estimate of relative effectiveness. Considering this inherent defect in design, in conjunction with the differences in percentages of error reported in Table A-8, we felt that other criteria, such as reducing the overall complexity of the instrument might justify the occasional use of the "check the box" type of skip direction.

## Table A-8

## SUMMARY OF RESPONDENT ERROR BY TYPE OF SKIP PATTERN DIRECTION*

| Instrument Section/Item | | Go To | | | Check and Go To | | |
|---|---|---|---|---|---|---|---|
| | | % Inappropriate Respondents | % Inappropriate Nonrespondents | Total % Respondent Error | % Inappropriate Respondents | % Inappropriate Nonrespondents | Total % Respondent Error |
| Other Training | Q.65 | 0.95 | 12.50 | 3.37 | | | |
| | Q.67 | 0.00 | 4.35 | 3.39 | | | |
| | Q.75 | 6.59 | 2.86 | 4.14 | | | |
| | Q.76 | | | | 7.22 | 12.79 | 9.84 |
| | Mean (%) | 2.51 | 6.57 | 3.63 | 7.22 | 12.79 | 9.84 |
| School Finances | Q.77 | | | | 8.11 | 2.70 | 5.02 |
| | Q.79 | 0.00 | 0.00 | 0.00 | | | |
| | Q.82 | 1.75 | 2.63 | 1.97 | | | |
| | Q.85 | 0.73 | 0.00 | 0.66 | | | |
| | Q.88 | 0.00 | 0.00 | 0.00 | | | |
| | Mean (%) | 0.62 | 0.66 | 0.66 | 8.11 | 2.70 | 5.02 |
| Civilian Work Experience | Q.91 | 2.20 | 0.56 | 1.12 | | | |
| | Q.96 | 6.58 | 0.99 | 3.39 | | | |
| | Q.100 | 0.00 | 2.58 | 2.31 | | | |
| | Q.104 | | | | 5.23 | 9.30 | 6.59 |
| | Q.105 | 2.60 | 0.00 | 2.17 | | | |
| | Mean (%) | 2.84 | 1.03 | 2.25 | 5.23 | 9.30 | 6.59 |
| | Grand Mean | 1.94 | 2.41 | 2.05 | 6.85 | 8.26 | 7.15 |

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* Table entries based on data from the cartoon version only.

## D. Composite Measure Analysis

Seven new and potentially important variables were employed in the field test of the second follow-up survey instrument. These variables included three citizen participation questions (Nos. 113, 120 and 121), a quality of life question (No. 118), a consumer behavior question (No. 117), a job awareness test (Appendix) and a self-insight questionnaire (Appendix).

Pearson product-moment correlations were computed among the items comprising each of these scales--that is, among those items in each scale which displayed sufficient variation for the computation of meaningful coefficients. Seven separate principal components factor analyses of these intercorrelation matrices were then performed. Eigenvalues were computed for the resulting factors in each analysis and the number of factors with eigenvalues greater than or equal to one were subjected to orthogonal (varimax) rotation. A total of 16 potentially meaningful factors were identified from these analyses and are presented in Table A-9. For purposes of simplification and clarity of presentation, only those variables with substantial loadings on these factors, i.e., loadings of .40 or higher, were included in this table. Furthermore, to prevent artifactual correlations between factors within each of the analyses, in no case did we allow a variable to define more than one factor.

The internal consistencies of these new factors or scales were then determined, using coefficient alpha. As can be seen in Table A-10, all scales had positive consistency coefficients, ranging from .46 to .88. These consistencies are quite encouraging, especially since many of the scales are marked by only a few variables.

That reliability is a necessary but insufficient condition for validity is a basic tenent of measurement theory. Therefore, before proposing that the new scales be incorporated into the second follow-up instrument, we attempted to establish some sort of "construct validity" for the composite measures. Most of these measures would be expected to vary by level of academic education and family background (socio-economic status), for example. Accordingly, we tested for relationship between these measures and the educational attainment levels and other personal-family background measures of the respondents, toward determining if these relationships were conceptually meaningful. Specifically, the purpose of this phase of the study was to determine if important subgroups of respondents stratified on the basis of sex, H. S. program, father's education and occupation, and work and education status, would be discriminable in terms of their scores on the new composite measures.

## Table A-9

## Factors and Component Variables Derived from the Seven Separate Principal Components Analyses

| Question[*] | Factor Number and Title | Component Variables[**] |
|---|---|---|
| Q.117: What ways do you assure yourself of a good buy for your money? | F1: High consumer activism | f, g, h, i, l |
| | F2: Brand-oriented consumerism | c, d |
| | F3: Moderate consumer activism | a, b, c |
| Q.118: ... How close do the following statements agree with what "quality of life" means to you? | F4: Personal growth | g, h, i, j, k |
| | F5: Healthful environment | a, b, c |
| | F6: Freedom from constraints | d, e, f |
| Q.120: The following questions ask about your political participation. | F7: Political interaction with distant others | b3, c, d, g, h, i |
| | F8: Political interaction with familiar others | a, b1, b2 |
| | F9: Personal voting behavior | e, f |
| Q.121: Do you think the following activities are worthwhile? | F10: Passive political involvement | b, c, f |
| | F11: Indifferent political activity | e, i |
| | F12: High political involvement | a, d, g, h |
| Appendix: Self-insight questionnaire | F13: Interpersonal concern | 27, 7, 16(reflected) |
| | F14: Enthusiasm | 19, 5(reflected), 20(reflected) |
| | F15: Realistic cognitive organization | 23, 25(reflected), 8(reflected) |
| Appendix: Job awareness test | F16: Job knowledgeability | 2, 3, 4, 5, 6, 9, 12, 13, 15, 16, 17, 21, 25 |

[*] No meaningful factors were identified from the principal components solution of Question 113, and therefore it is not included in the table. However, we feel that most of the items comprising this question are of sufficient interest in their own right to warrant their inclusion in the second follow-up survey instrument.

[**] Variables with rotated loadings less than .40 were omitted.

## Table A-10

## Subgroup Discriminability and Internal Consistency of Factors Derived from Separate Principal Components Analyses

| Factor* | Sex | H. S. Program | Father's Education | Father's Occupation | Working | Attending School | Internal Consistency |
|---|---|---|---|---|---|---|---|
| F1: High consumer activism | | | | | | | .68 |
| F2: Brand-oriented consumerism | | | | | X | | .88 |
| F3: Moderate consumer activism | | + | X | + | | | .46 |
| F4: Personal growth | X | + | | | | | .70 |
| F5: Healthful environment | X | | | | | | .59 |
| F6: Freedom from constraints | | + | | | | | .57 |
| F7: Political interaction with distant others | | | | | X | X | .51 |
| F8: Political interaction with familiar others | | + | | | | | .72 |
| F9: Personal voting behavior | | | X | | | | .88 |
| F10: Passive political involvement | | + | | | | | .73 |
| F11: Indifferent political activity | | | | | X | | .60 |
| F12: High political involvement | X | | | | X | X | .73 |
| F13: Interpersonal concern | X | | | | | | .64 |
| F14: Enthusiasm | | | X | | X | X | .59 |
| F15: Realistic cognitive organization | X | | | | | X | .66 |

*Factor No. 16, job knowledgeability, was omitted because a decision was made prior to this analysis not to include the job awareness items in the second follow-up questionnaire.

"X" indicates an $\gamma \geq .10$ and significant at $\leq .05$ for ordinal or dichotomous categorical variables.

"+" indicates a mean difference of .25 standard deviation between any two levels of the classification variables having 50 or more cases.

The first step in the "validity" analysis involved computing factor, or scale, scores for each respondent on each of the 16 selected rotated factors. These scores were computed by summing individuals' responses over variables with substantial loadings ($\bar{>}$ .40) on a factor and, for factors no. 1 through 12 only, dividing the sum by the number of variables marking the factor. Next, the mean and standard deviation of the factor scores for each subgroup were computed. Correlations between the dichotomous and ordinal classification variables (i.e., sex, father's education, work status and education status) and these new composite variables were also computed. The results of the validity analyses are shown in Table A-10. As can be seen in this table, two different criteria were used in assessing the discriminability of the composites, one for dichotomous or ordinal subgroup classification variables and the other for variables with nominal categories.

We should point out that this entire discussion reflects a substantial amount of subjectivity on the part of the investigators; other investigators might very likely have chosen to identify and describe (name) these composites quite differently. However, we believe that the composites identified in Table A-9 are generally meaningful and that the titles presented will enhance their understanding. In this regard, we should also emphasize that this field test study represents only a first exploratory stage and that future analyses, based on the revised sets of items and a much larger sample of respondents, should result in a more precise and meaningful set of composites. Nonetheless, we feel that the composites identified from the new questions employed in the field test are informative and, more importantly, suggestive of their validity and utility as outcome measures for the National Longitudinal Study.

## V. SUMMARY AND CONCLUSIONS

The major findings and conclusions, based on the second follow-up field test of the probability sample of 903 seniors from the high school class of 1971, may be summarized as follows:

(1) The previous exposure of a subsample of individuals to the offer of a monetary incentive for completing their questionnaires had no negative or depressing effect on the response rate of these individuals in the

second follow-up field test survey. Hence, there is no reason for continuing to isolate these individuals, or to subject them to differential treatment, in any future follow-up studies.

(2) An overall instrument response rate of 62.2 percent was achieved in the field test. The implications of this response rate are quite encouraging for the full-scale second follow-up survey, particularly in light of the mobility of the sample and of the fact that this was the third time in less than four years that these individuals have been asked to complete an increasingly complex and lengthy questionnaire.

(3) No appreciable differences in instrument response rates were found between any of the four experimental survey conditions or treatments which were employed in the field test. This finding is in itself important, however. The questions or hypotheses concerning these frequently suggested treatments have now been investigated and resolved.

Perhaps some additional, subjective observations regarding the outcome of the telephone option would help to make this point more explicit. As conceived, the telephone option was an effort to determine if individuals who might not go through the trouble of filling out a questionnaire would be more inclined to report responses to someone who would essentially fill out their questionnaire for them. Needless to say, the poor reaction to this option was sufficient to label it a definite failure. But even for those five sample members who utilized the telephone option, the hypothesis was clearly not supported; each of these individuals had completed some or all of their questionnaire prior to calling RTI. In addition, two of the five sample members told the telephone operators that they "really enjoyed filling out questionnaires." The other three respondents were reported as seeming similarly enthusiastic about the process. Thus, any recommendation in the future to direct the telephone option at "hard-core" nonrespondents, for example, would certainly not be supported by our experience in the field test.

(4) Although the response rates to the standard and cartoon versions of the field test questionnaire were nearly equal, it was decided to use the standard format (or something quite similar) in the second follow-up survey questionnaire. The extra cost involved in printing and mailing the cartoon version, together with its uncertain effect on the quality of the data (i.e., its influence on response set), were the basis for this decision.

(5) The results of the "GO TO" versus "check here ☐ and go to" skip pattern analyses showed the former type of direction to be consistently more effective in limiting the number of inappropriate responses and inappropriate nonresponses. Thus, the simple "GO TO" statement was adopted for use throughout the second follow-up instrument except in the few places where we felt that the complexity of the item or sets of items would be reduced considerably by the inclusion of the "check the box" type of skip direction.

(6) The results of the variation in item-format analysis were less clearcut. While neither variation demonstrated consistently higher endorsement frequencies across all items, it appeared that the two-column format performed better in this regard on the "softer," attitudinal types of question, and the one-column variation seemed better suited to the more concrete or factual type of question.

(7) Finally, the field test questionnaire seems to have worked quite well as a data gathering instrument. Response rate and variability for most items were generally high, as was the consistency among comparable items within the questionnaire. Although the questionnaire was quite lengthy, there is no evidence which indicates that it was too long. In fact, an examination of the marginals for both the standard and cartoon version (Attachment B) showed that the response rates were just as high for the items near the end of the questionnaire as they were for those in the beginning.

Attachment B

O.M.B. NO. 51-S-74007
APPROVAL EXPIRES 12-31-74

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

# SECOND
# FOLLOW-UP
# QUESTIONNAIRE

CONCEPT 71
CONCEPT 71
A PROJECT OF THE
US OFFICE OF EDUCATION
CONCEPT 71

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
SPRING 1974

OE FORM 2367-1
MRC 3400-1

Dear Follow-up Participant,

Remember the CONCEPT 71 Newsletter you received a few weeks ago? In it, we described a research project you have been a member of, and we asked you to help us and be ready to complete a questionnaire that you'd soon have in the mail. This is it!

Please take some time from your day to fill out this questionnaire. These questions are part of our effort to understand the education and work experiences of recent high school graduates. Without this kind of information, it will be difficult to plan the scholarship and loan programs for education and training after high school or to understand how to assist high school graduates in preparing for the kind of jobs they will find when they go to look for work.

All of your answers will be kept in strict confidence and your name will never be associated with your individual answers. Moreover, if there are questions you would rather not answer, simply do not answer them.

The questionnaire will be easier to follow if you begin with question one and continue through to the end because at several points you will be directed to skip some questions. Most answers involve circling a number, a few ask you to put a check ( ✓ ) and a few ask you to write in an answer. Please follow the directions carefully so we are sure what you intend by your answers.

After the main part of the questionnaire is an appendix of questions, what you might call a bonus. We would like you to answer these questions, but they are optional.

Please return your questionnaire to us as soon as possible. We will be waiting to hear from you.

Thanks so much for your help. Good luck to you in what you are doing.

Sincerely,

Junius A. Davis
Junius A. Davis
Project Director

Kenneth A. Tabler
Kenneth A. Tabler
National Center for Educational Statistics
U.S. Office of Education

NOTE: Unless otherwise indicated, figures are based on the total sample.

# Section A: General Information

1. **What are you doing now?**

Note: Figures based on the standard version only.

**(Circle one number on each line.)**

| | | | | **Doing Now** | **Not Doing Now** | | |
|---|---|---|---|---|---|---|---|
| a. | Working for pay at a full-time or part-time job | 179 | 61.5 | 1 | 2 | 93 | 32.0 |
| b. | Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 22 | 7.6 | 1 | 2 | 222 | 76.3 |
| c. | Taking academic courses at a two- or four-year college | 115 | 39.5 | 1 | 2 | 139 | 47.8 |
| d. | On active duty in the Armed Forces (or service academy) | 9 | 3.1 | 1 | 2 | 232 | 79.1 |
| e. | Homemaker | 55 | 18.9 | 1 | 2 | 179 | 61.5 |
| f. | Temporary lay-off from work, looking for work, or waiting to report to work | 22 | 7.6 | 1 | 2 | 214 | 73.5 |
| g. | Other (please describe: ________ 16 ) | | 5.5 | 1 | 2 | 124 | 42.6 |

**FACTS ABOUT YOU IN APRIL 1974**

2. **As of April 1974, were you**

**(Circle one.)**

133 23.7 Married ........................1 GO TO Q. 3
8 1.4 Divorced, widowed, separated ..2 } GO TO Q. 5
371 66.0 Single, never married ..........3 }

3. **When were you first married?** ____________
Month Year

4. **Since April 1973 has your husband or wife been enrolled at any school like a college, university, service academy, business or trade school, vocational school, community college, and so forth?**

41 7.3 Yes ............................1 } GO TO Q. 6
99 17.6 No .............................2 }

5. **Do you plan to be married within the next twelve months?**

67 11.9 Yes ............................1
353 62.8 No .............................2

6. **Excluding yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the first week of April 1974?**

**(Circle one.)**

468 83.3 None ...........................0
48 8.5 One ............................1
26 4.6 Two ............................2
4 0.7 Three or more ..................3

7. **Did you have any children as of April 1974?**

458 81.5 No.............1
69 12.3 Yes ...........2 (How many? ________)

8. **As of the first week of April 1974, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?**

216 38.4 Yes ............................1
334 59.4 No .............................2

9. **Do you have any physical condition that limits the kind or amount of work you can do on a job?**

14 2.5 Yes ...........1
546 97.2 No ............2

10. **With whom did you live, as of the first week of April 1974?**

**(Circle one.)**

| | | | |
|---|---|---|---|
| 56 | 10.0 | By myself | 1 |
| 190 | 33.8 | With my parents | 2 |
| 138 | 24.6 | With my husband or wife | 3 |
| 11 | 2.0 | With other relatives | 4 |
| 152 | 27.0 | With person(s) not related to me | 5 |

11. **How would you describe your living quarters, as of the first week of April 1974?**

**(Circle one.)**

| | | | |
|---|---|---|---|
| 431 | 76.7 | Private house or apartment | 1 |
| 88 | 15.7 | Dormitory or apartment operated by a school or college | 2 |
| 8 | 1.4 | Fraternity or sorority house | 3 |
| 12 | 2.1 | Rooming or boarding house | 4 |
| 10 | 1.8 | Military service barracks, on board ship, etc | 5 |
| 4 | 0.7 | Other (please describe: ______) | 6 |

12. **If you moved to a new locality between April 1973 and April 1974, was it to:**

**(Circle one.)**

| | | | |
|---|---|---|---|
| 10 | 1.8 | Find a job of any kind | 1 |
| 10 | 1.8 | Find a job where you could use your training | 2 |
| 84 | 14.9 | Go to school | 3 |
| 62 | 11.0 | Follow parents or spouse to new location | 4 |
| 61 | 10.9 | Other (specify: ______) | 5 |
| 319 | 56.8 | I DID NOT MOVE SO THIS DOES NOT APPLY TO ME | 6 |

13. **Which of the following items do you have the use of: (1) as your own because you have bought them or have been given them, or (2) because they belong to your parents, roommates, dormitory, apartment building, etc?**

**(Circle as many as apply.)**

| | | | | Have As My Own | Have But Don't Own | | |
|---|---|---|---|---|---|---|---|
| a. | A telephone | 227 | 40.4 | 1 | 2 | 288 | 51.2 |
| b. | A specific place for study | 241 | 42.9 | 1 | 2 | 205 | 36.5 |
| c. | Daily newspaper | 170 | 30.2 | 1 | 2 | 248 | 44.1 |
| d. | Dictionary | 413 | 73.5 | 1 | 2 | 92 | 16.4 |
| e. | Encyclopedia or other reference books | 203 | 36.1 | 1 | 2 | 230 | 40.9 |
| f. | Magazines | 387 | 68.9 | 1 | 2 | 101 | 18.0 |
| g. | Record player | 381 | 67.8 | 1 | 2 | 133 | 23.7 |
| h. | Tape recorder or cassette player | 317 | 56.4 | 1 | 2 | 110 | 19.6 |
| i. | Color television | 114 | 20.3 | 1 | 2 | 241 | 42.9 |
| j. | Typewriter | 231 | 41.1 | 1 | 2 | 195 | 34.7 |
| k. | Electric dishwasher | 26 | 4.6 | 1 | 2 | 177 | 31.5 |
| l. | Two or more cars or trucks that run | 105 | 18.7 | 1 | 2 | 201 | 35.8 |
| m. | A map or globe of the world | 205 | 36.5 | 1 | 2 | 160 | 28.5 |

**14. About how much money did you get, before taxes, during ALL OF 1973? Include your husband or wife's income in the total, but do not include loans. Please make an entry on each line, either a dollar amount or, if you received no income from a source during 1973, write in the word "none."**

| **Source** | **Amount Received** |
|---|---|
| Your own wages, salaries, commissions, and net income from a business or farm | $ ______ |
| Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm | $ ______ |
| All other income you and your spouse received (include interest, rental property income, public assistance, unemployment compensation, cash, gifts, scholarships, fellowships, etc.) | $ ______ |
| TOTAL INCOME YOU AND YOUR SPOUSE RECEIVED | $ ______ |

**15. Do you save money regularly?**

316 56.2 Yes ............ 1
232 41.3 No ............ 2

**16. Do you have an insurance policy on your life and/or belongings?**

396 70.5 Yes ............ 1
152 27.0 No ............ 2

**17. During the past year, have you borrowed money for:**

Note: Figures based on standard version only.

**(Circle one number on each line.)**

| | | | | **Yes** | **No** | | |
|---|---|---|---|---|---|---|---|
| a. | Housing | 32 | 11.0 | 1 | 2 | 235 | 80.8 |
| b. | Car(s) | 90 | 30.9 | 1 | 2 | 187 | 64.3 |
| c. | Household appliances (furniture, refrigerator, washing machine, TV, etc.) | 29 | 10.0 | 1 | 2 | 240 | 82.5 |
| d. | Recreation equipment (camping equipment, boat, trailer, photographic equipment, etc.) | 7 | 2.4 | 1 | 2 | 257 | 88.3 |
| e. | Vacation expenses | 7 | 2.4 | 1 | 2 | 255 | 87.6 |
| f. | Medical or dental expenses | 19 | 6.5 | 1 | 2 | 245 | 84.2 |
| g. | Education or training | 41 | 14.1 | 1 | 2 | 223 | 76.6 |
| h. | Other: (specify ______ ) | 11 | 3.8 | 1 | 2 | 130 | 65.6 |

# Section B: Education & Training

This section asks information about your training and education. The emphasis is on your current schooling, although you are asked also about other school experiences since April 1973. (Persons attending a military academy should answer all of the questions in this section.)

**SCHOOL ATTENDANCE SINCE APRIL 1973**

**18. Since April 1973, have you been enrolled in or taken classes at any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?**

220 39.1 No ..............1 *GO TO Q. 65*
340 60.5 Yes ............2 *GO TO Q. 19* →

**19. Did you attend school in April 1974?**

98 17.4 No..............1 *GO TO Q. 40*
260 46.3 Yes ............2 *GO TO Q. 20*

**20. What is the exact name and location of the school you were attending in April 1974? (Please print and do not abbreviate.)**

School Name: ______________________________

City: ______________________________ State: ______________

**21. What kind of school is this?**

**(Circle one.)**

20 3.6 Vocational, trade, business, or other career training school....1
34 6.0 Junior or community college (two-year) .....................2
200 35.6 Four-year college or university .....................3
4 0.7 Other (please describe: ______ ________________________).. 4

**22. Is this school under public or private control?**

185 32.9 Public ..........1
72 12.8 Private ........2

**23. When did you first attend the school you were attending in April 1974?**

______(month) ______(year)

**24. During April 1974, were you classified by this school as a full-time student?**

233 41.5 Yes ............1
24 4.3 No.... ........2

**25. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.**

__________________Hours per week

**26. At that time how were you classified by your school?**

**(Circle one.)**

15 2.7 My school doesn't classify students ..............................1
16 2.8 Freshman (First-year Student) ..............................2
41 7.3 Sophomore (Second-year Student) ..............................3
156 27.8 Junior (Third-year Student) ..............................4
16 2.8 Senior (Fourth-year Student) ..............................5
2 0.4 Special Student ..............................6
10 1.8 Other classification (specify: ________________________)..7

**27. As of April 1974, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ______________________________

**28. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.**

**(Circle only one academic field OR one vocational area.)**

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

- 14 2.5 Biological Sciences (zoology, physiology, anatomy, etc.) .......... 1
- 29 5.2 Business (accounting, marketing, personnel management, etc.) .......... 2
- 43 7.7 Education (elementary, special, physical, etc.) .... 3
- 8 1.4 Engineering (civil, electrical, mechanical, etc.) .. 4
- 29 5.2 Humanities and Fine Arts (music, religion, English, etc.) .......... 5
- 11 2.0 Physical Sciences and Mathematics (physics, geology, chemistry, etc.) .......... 6
- 37 6.6 Social Sciences (psychology, history, economics, sociology, etc.) .......... 7
- 24 4.3 Other academic fields (agriculture, home economics, nursing, etc.) .......... 8
- 5 0.9 An academic field, but undecided (circle here and GO TO Q. 32) .......... 9

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

- Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.) .......... 10 7 1.2
- Computer Technology (keypunch operator, programming, computer operations, etc.) .... 11 4 0.7
- Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) ...... 12 9 1.6
- Health Services (nursing, lab technician, occupational therapy, practical nursing, etc.) .. 13 12 2.1
- Public Services (police science, food service, recreation, beautician, etc.) .......... 14 9 1.6
- Other vocational areas (agriculture, home economics, etc.) .......... 15 1 0.2
- A vocational area, but undecided (circle here and GO TO Q. 32) .......... 16 1 0.2

**29. How long does it take to complete this program of studies from beginning to end? (For example, a Bachelor's degree usually takes 4 years while a bookkeeping certificate takes about a year.)**

**(Circle one.)**

- Less than one month .......... 1
- 1 0.2 One to five months .......... 2
- 4 0.7 Six to eleven months .......... 3
- 14 2.5 One to two years .......... 4
- 176 31.3 Two to four years .......... 5
- 55 9.8 More than 4 years .......... 6

**30. Was your field of study or training area in April 1974 the same as in April 1973 a year ago?**

- 93 32.0 Yes .......... 1 } GO TO Q. 32
- 7 2.4 No, I wasn't enrolled in a school a year ago .......... 2 } GO TO Q. 32
- 4 1.4 No, I hadn't decided upon a field or area a year ago .......... 3 } GO TO Q. 32
- 20 6.9 No, I changed my field or area during the year .......... 4 *GO TO Q. 31*

Note: Figures based on standardized version only

**31. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?**

Note: Figures based on standardized version only.

**(Circle one number on each line.)**

| | | | | My Reasons | Not My Reasons | | |
|---|---|---|---|---|---|---|---|
| a. | The courses were more difficult than I expected | 4 | 1.4 | 1 | 2 | 18 | 6.2 |
| b. | I met people with new ideas | 11 | 3.8 | 1 | 2 | 11 | 3.8 |
| c. | I received poor advice on original choice | 8 | 2.7 | 1 | 2 | 14 | 4.8 |
| d. | There was a lack of information on jobs related to original choice | 4 | 1.4 | 1 | 2 | 17 | 5.8 |
| e. | The content of courses was different from what I expected | 8 | 2.7 | 1 | 2 | 15 | 5.2 |
| f. | I learned new information about other fields of study or training areas | 14 | 4.8 | 1 | 2 | 9 | 3.1 |
| g. | My interest was aroused by courses | 12 | 4.1 | 1 | 2 | 8 | 2.7 |
| h. | There are (more) jobs available for graduates in the field I changed to | 9 | 3.1 | 1 | 2 | 13 | 4.5 |
| i. | There are better jobs available for graduates in the field I changed to | 7 | 2.4 | 1 | 2 | 15 | 5.2 |
| j. | Other (please specify: ____________ ) | 2 | 0.7 | 1 | 2 | 6 | 2.1 |

**32. Did you attend this same school in April 1973?**

180 32.0 Yes ........................................1 } GO TO Q. 34
29 6.2 No, not enrolled in any school in April 1973 ........................................2 } GO TO Q. 34
50 8.9 No, enrolled in different school in April 1973 ..........................3 GO TO Q. 33

**33. What were your reasons for changing schools?**

Note: Figures based on standard version only.

**(Circle one number on each line.)**

| | | | | **My Reasons** | **Not My Reasons** | | |
|---|---|---|---|---|---|---|---|
| a. | My interest changed, and my former school did not offer the course of study I wanted | 9 | 3.1 | 1 | 2 | 20 | 6.9 |
| b. | I wanted to attend a less expensive school | 4 ~~20~~ | 1.4 | 1 | 2 | 24 | 8.2 |
| c. | I wanted to be at a smaller school | 2 | 0.7 | 1 | 2 | 26 | 8.9 |
| d. | I wanted to be at a larger school | 3 | 1.0 | 1 | 2 | 25 | 8.6 |
| e. | I wanted to attend school closer to home | 3 | 1.0 | 1 | 2 | 25 | 8.6 |
| f. | I wanted to attend a school farther away from home | 6 | 2.1 | 1 | 2 | 22 | 7.6 |
| g. | I wanted to attend a school that would give me better career opportunities | 19 | 6.5 | 1 | 2 | 9 | 3.1 |
| h. | I wanted to attend a school where I could feel more like I belonged | 4 | 1.4 | 1 | 2 | 24 | 8.2 |
| i. | I wanted to attend a school where I could maximize my intellectual and personal development | 14 | 4.8 | 1 | 2 | 15 | 5.2 |
| j. | I wanted more group or social activities of interest | 4 | 1.4 | 1 | 2 | 24 | 8.2 |
| k. | I changed from a two-year to a four-year school | 12 | 4.1 | 1 | 2 | 17 | 5.8 |
| l. | Other (specify: ______ ) | 4 | 1.4 | 1 | 2 | 10 | 3.4 |

**34. During April 1974, were you working at the same time you were going to school?**

131 23.3 No ..............................1 GO TO Q. 40
130 23.1 Yes ..............................2 GO TO Q. 35

**35. If yes, how many hours did you work?**

13 2.3 1-5 hours per week ..............1
25 4.4 6-10 hours per week ............2
27 4.8 11-15 hours per week ............3
26 4.6 16-20 hours per week ............4
24 4.3 21-34 hours per week ............5
17 3.0 35 or more hours per week ......6

**36. Did you work for the school you were attending?**

84 14.9 No ..............................1 *GO TO Q. 39*
54 9.6 Yes ..............................2 *GO TO Q. 37*

**37. Were you working off the cost of tuition, housing or meals directly rather than working for pay?**

47 8.4 No ..............................1 *GO TO Q. 39*
21 3.7 Yes ..............................2 *GO TO Q. 38*

**38. Which were you working for?**

Note: Figures based on standard version only.

**(Circle one number on each line.)**

| | | | Worked For | Did Not Work For | | |
|---|---|---|---|---|---|---|
| Tuition | 5 | 1.7 | 1 | 2 | 4 | 1.4 |
| ing | 9 | 3.1 | 1 | 2 | 2 | 0.7 |
| als | 7 | 2.4 | 1 | 2 | 4 | 1.4 |

**39. Did someone at the school help you find the job you had?**

45 8.0 Yes ..............1
82 14.6 No ..............2

**40. Which category below best describes your education and schooling situation during the past year, from April 1973 to April 1974?**

16 2.8 I did not enroll in or take classes at any school or college during the 12-month period from April 1973 to April 1974 ..............1 *GO TO Q. 65*
205 36.5 I attended only one school which I reported on already in my answers to Questions 20-39 above ..............2 *GO TO Q. 46*
69 12.3 I attended only one school during the 12-month period which I did not report on above because I did not attend during spring term 1974 ..............3 } *GO TO Q. 41*
55 9.8 I attended more than one school during the 12-month period ..............4 } *GO TO Q. 41*

**41. What is the exact name and location of the (other) school you attended during the period from April 1973 to April 1974? (If you attended more than one (other) school, then give the one that you attended the longest.)**

School name: ______________________________

City ______________________________ State ____________

**42. What kind of school is this?**

**(Circle one.)**

24 4.3 Vocational, trade, business or other career training school ........1
46 8.2 Junior or community college (two-year) ..............2
51 9.1 Four-year college or university ..............3
6 1.1 Other (please describe: ______________________)..4

**43. When did you:**

a) First attend this school? __________(Month) __________(Year)
b) Leave this school? __________(Month) __________(Year)

**44. Did you withdraw from this school or training program before you completed your training or studies?**

67 11.9 No ..............................1 *GO TO Q. 46*
32 5.7 Yes, but I plan to return to school before April 1975 ..............2 } *GO TO Q. 45*
24 4.3 Yes, and I do not plan to return to school before April 1975 ........3 } *GO TO Q. 45*

77

45. **If you did withdraw from the program, what were your reasons for doing so?**

Note: Figures based on standard version only.

**(Circle one number on each line.)**

| | | My Reasons | Not My Reasons |
|---|---|---|---|
| a. | I became ill | 1 0.3 1 | 2 29 10.0 |
| b. | I had financial difficulties | 8 2.7 1 | 2 22 7.6 |
| c. | I had a family emergency | 4 1.4 1 | 2 25 8.6 |
| d. | I was offered a good job | 28 9.6 1 | 2 15 5.2 |
| e. | I got married or planned to get married | 3 1.0 1 | 2 27 9.3 |
| f. | My school work was not relevant to the real world | 3 1.0 1 | 2 25 8.6 |
| g. | I got pregnant | 28 9.6 1 | 2 15 5.2 |
| h. | I wasn't really sure what I wanted to do | 10 3.4 1 | 2 19 6.5 |
| i. | I wanted to get practical experience | 6 2.1 1 | 2 23 7.9 |
| j. | I wanted to travel | 2 0.7 1 | 2 27 9.3 |
| k. | The courses or training program were too hard | 1 0.3 1 | 2 26 8.9 |
| l. | I was failing or not doing as well as I wanted | 6 2.1 1 | 2 24 8.2 |
| m. | I became homesick | 3 1.0 1 | 2 26 8.9 |
| n. | I transferred to another school | 10 3.4 1 | 2 19 6.5 |
| o. | Other (please describe: 5 ) | 1.7 1 | 2 13 4.5 |

46. **With regard to your education and training during the past year, how satisfied are you with the following?**

**(Circle one number on each line.)**

| | | Very Satisfied | Satisfied | No Opinion | Dis-satisfied | Very dis-satisfied |
|---|---|---|---|---|---|---|
| a. | My teachers | 1 89 | 15.8 2 182 | 32.4 3 23 | 4.1 4 35 | 6.2 5 5 0.9 |
| b. | The equipment used | 1 73 | 13.0 2 184 | 32.7 3 45 | 8.0 4 29 | 5.2 5 3 0.5 |
| c. | Job placement of graduates | 1 38 | 6.8 2 57 | 10.1 3 165 | 29.4 4 43 | 7.7 5 21 3.7 |
| d. | The social life at school | 1 58 | 10.3 2 146 | 26.0 3 55 | 9.8 4 45 | 8.0 5 25 4.4 |
| e. | Development of my work skills | 1 78 | 13.9 2 171 | 30.4 3 45 | 8.0 4 31 | 5.5 5 8 1.4 |
| f. | My intellectual growth | 1 105 | 18.7 2 167 | 29.7 3 20 | 3.6 4 39 | 6.9 5 2 0.4 |
| g. | Guidance and counseling given to students | 1 67 | 11.9 2 102 | 18.1 3 74 | 13.2 4 59 | 10.5 5 30 5.3 |
| h. | Library resources | 1 101 | 18.0 2 137 | 24.4 3 47 | 8.4 4 39 | 6.9 5 7 1.2 |
| i. | The cultural activities (music, drama and arts) | 1 80 | 14.2 2 123 | 21.9 3 79 | 14.1 4 26 | 4.6 5 22 3.9 |
| j. | The buildings, labs, gyms, etc. | 1 83 | 14.8 2 162 | 28.8 3 36 | 6.4 4 36 | 6.4 5 14 2.5 |

47. **Which aspect of an education is most important to you as an influence on your life plans after school?**

**(Circle the number that most applies to you.)**

| | | | |
|---|---|---|---|
| 10 | 1.8 | Getting good grades | 1 |
| 111 | 19.8 | Developing intellectual interests and skills | 2 |
| 118 | 21.0 | Learning the skills for my career | 3 |
| 25 | 4.4 | Finishing and getting a degree | 4 |
| — | — | Having a good time in school | 5 |
| 12 | 2.1 | Learning to meet new people | 6 |

## EDUCATION AND TRAINING PROGRESS

**48. Since April 1973, which of the following best describes how well you have done in all of your course-work or training through April 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

**(Circle one.)**

| | | | |
|---|---|---|---|
| 44 | 7.8 | Mostly A | 1 |
| 80 | 14.2 | About half A and half B | 2 |
| 88 | 15.7 | Mostly B | 3 |
| 67 | 11.9 | About half B and half C | 4 |
| 36 | 6.4 | Mostly C | 5 |
| 7 | 1.2 | About half C and half D | 6 |
| – | — | Mostly D | 7 |
| 2 | 0.4 | Mostly below D | 8 |

**49. Have you had a teacher or instructor this year who knows you well enough to write you a letter of reference or give you a recommendation for a job or for attendance at another school?**

| | | | |
|---|---|---|---|
| 220 | 39.1 | Yes | 1 |
| 108 | 19.2 | No | 2 |

**50. If you're in a four-year college program, have you taken advantage of any opportunities to accelerate your college program?**

| | | | | |
|---|---|---|---|---|
| 89 | 15.8 | I haven't taken a four-year college program | 1 | *GO TO Q. 52* |
| 157 | 27.9 | No | 2 | *GO TO Q. 52* |
| 80 | 14.2 | Yes | 3 | *GO TO Q. 51* → |

**51. How are you accelerating your college program?**

Note: Figures based on standard version only.

**(Circle one on each line.)**

| | | | **My Program** | **Not My Program** | | |
|---|---|---|---|---|---|---|
| I began college work before high school graduation | 10 | 3.4 | 1 | 2 | 26 | 8.9 |
| I took advanced placement in some course work (taking a sophomore-level course in the first year, for example) | 21 | 7.2 | 1 | 2 | 16 | 5.5 |
| I received credit for some courses just by taking special exams that replaced class attendance | 8 | 2.7 | 1 | 2 | 28 | 9.6 |
| I have taken some course work outside the regular semesters or during all four terms of the school year | 22 | 7.6 | 1 | 2 | 16 | 5.5 |
| I have taken extra courses during the regular terms | [illegible] | 7.6 | 1 | 2 | 18 | 6.2 |
| Other (Write in: ______ ) | 5 | 1.7 | 1 | 2 | 13 | 4.5 |

## USING YOUR TRAINING

**58. Did you try to find work on a job where you could use what you learned in school?**

163 29.0 Yes ............1 Go to Q. 60
168 29.9 No..............2 Go to Q. 59

**59. Why didn't you try to find work on a job where you could use what you learned in school?**

Note: Figures based on standard version only

**(Circle one number on each line.)**

| | | | **My Reasons** | **Not My Reasons** | | |
|---|---|---|---|---|---|---|
| I did not want a job | 18 | 6.2 | 1 | 2 | 82 | 28.2 |
| Not enough jobs | 24 | 8.2 | 1 | 2 | 73 | 25.1 |
| Jobs didn't pay enough | 18 | 6.2 | 1 | 2 | 77 | 26.5 |
| Companies weren't hiring | 26 | 8.9 | 1 | 2 | 68 | 23.4 |
| Didn't have prior job experience that was required | 39 | 13.4 | 1 | 2 | 57 | 19.6 |
| Other (specify: ____________ ____________ | 36 | 12.4 | 1 | 2 | 28 | 9.6 |

Go to Q 62

**60. Did you try to find work for which you could use what you learned in school in the** *locality where your school is located?*

171 30.4 No..............1 Go to Q. 62
115 20.5 Yes ............2 Go to Q. 61

**61. What were your experiences in trying to find work?**

**(Circle one.)**

| | **A Few** | | **In Between** | | **Many More** | | **Don't Know** | |
|---|---|---|---|---|---|---|---|---|
| a. In this locality, did you find just a few companies which hire people to do this work or did you find many more than just a few? | 1 62 | 11.0 | 2 41 | 7.3 | 3 33 | 5.9 | 4 71 | 12.6 |

**(Circle one.)**

| | **Mostly Local** | | **Mostly Outside** | | **Both** | | **Don't Know** | |
|---|---|---|---|---|---|---|---|---|
| b. When new people are hired by companies in this locality, are they mostly people who live or went to school near this locality, or are they mostly people who came into the area to take the jobs? | 1 61 | 10.9 | 2 10 | 1.8 | 3 50 | 8.9 | 4 85 | 15.1 |

**(Circle one.)**

| | **More People** | | **Fewer People** | | **Don't Know** | |
|---|---|---|---|---|---|---|
| c. Do you think there are more people who can do this work well than there are jobs for them in the school's locality, or are there fewer people than there are jobs? | 1 92 | 16.4 | 2 27 | 4.8 | 3 84 | 14.9 |

**(Circle one.)**

| | **Yes** | | **No** | | **Don't Know** | |
|---|---|---|---|---|---|---|
| d. To be hired in the school's locality for a job on which the training you received can be used, does a person have to have the training? | 1 98 | 17.4 | 2 38 | 6.8 | 3 67 | 11.9 |

**(Circle one.)**

| | **Yes** | | **No** | | **Don't Know** | |
|---|---|---|---|---|---|---|
| e. To get hired in the school's locality, does a person have to have done this kind of work before in order to get a job doing it now? | 1 49 | 8.7 | 2 79 | 14.1 | 3 77 | 13.7 |

**62.** **Did you try to find work for which you could use what you learned in school** ***somewhere other than*** **in the locality where your school is located — like another part of the State or another section of the country?**

187 33.3 No .............1
93 16.5 Yes ...........2

**63.** **Did you find work for which you could use what you learned in school?**

**(Circle one.)**

57 10.1 Yes, in the school's locality ..............1 } *GO TO Q. 64*
53 9.4 Yes, somewhere else .......................2 }
212 37.7 No ..........................................3 *GO TO Q. 65*

**64.** **What were your experiences while working on this job?**

Note: Figures based on standard version only.

**(Circle as many as apply to you.)**

| | | **My Experience** | | |
|---|---|---|---|---|
| a. | I have been able to apply most of what I learned in school .. | 1 | 27 | 9.3 |
| b. | I would have liked more experience in my training before I started working | 2 | 16 | 5.5 |
| c. | I received training different from the way it is done on the job | 3 | 6 | 2.1 |
| d. | I was trained with tools or equipment not used on my job | 4 | 2 | 0 7 |
| e. | I could have gotten my job without the training | 5 | 18 | 6.2 |
| f. | I took coursework associated with my training which was not helpful in performing my job | 6 | 10 | 3.4 |
| g. | Most of what I do on the job I learned to do in school | 7 | 12 | 4.1 |
| h. | I consider myself doing as well as others with similar training | 8 | 24 | 8.2 |
| i. | I consider going to school and getting the training a wise choice | 9 | 26 | 8.9 |

## OTHER TRAINING

**65.** **Between April 1973 and April 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.**

449 79.9 No .............1 *GO TO Q. 75*
109 19.4 Yes ............2 *GO TO Q. 66*

**66.** **What type of training program(s) or courses have you participated in?**

Note: Figures based on standard version only.

**(Circle as many as apply to you.)**

| | | **I Participated In** | | |
|---|---|---|---|---|
| a. | On-the-job training (a program of instruction during normal working hours) | 1 | 37 | 12.7 |
| b. | Formal Registered Apprenticeship (your State or Labor Union) | 2 | 6 | 2.1 |
| c. | Manpower Development and Training (MDTA) | 3 | 3 | 1.0 |
| d. | Work Incentive (WIN) | 4 | 2 | 0.7 |
| e. | Neighborhood Youth Corps (NYC) | 5 | 2 | 0.7 |
| f. | Other manpower program (please specify: ____________) | 6 | 0 | 0 |
| g. | Correspondence course(s) | 7 | 3 | 1.0 |
| h. | Non-credit courses for personal enrichment | 8 | 9 | 3.1 |
| i. | Other (please specify: ____________) | 9 | 7 | 2.4 |

**67.** **Were you being trained for some type of work?**

21 3.7 No .............1 *GO TO Q. 75*
96 17.1 Yes ............2 *GO TO Q. 68*

**68.** **What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ______________

______________

**69.** **Altogether, how many *different* programs in which you participated did you report on in Question 66 above?**

Number of different programs ____________

0 - 5 0.9
1 - 63 11.2
2 - 14 2.5
3 - 1 0.2
4 - 2 0.4
5 - 2 0.4

**70.** **Is the work you were (are) training for in the apprenticeship or training program the kind of work you plan to be doing for most of your life?**

**(Circle one.)**

31 5.5 Yes .......................................................1
11 2.0 Yes, if I like the work .......................................2
4 0.7 Yes, if I succeed ..............................................3
6 1.1 No, I expect to become a homemaker .............................4
19 3.4 No, I expect to get further education so I can enter a different occupation .......................................................5
12 2.1 No, I expect to change to a different type of work ...............6
10 1.8 No, some other reason ..........................................7

**71.** **How long does (or did) this program last?**

**(Circle one.)**

20 3.6 Less than one month ............1
36 6.4 One to five months ..............2
8 1.4 Six to eleven months ............3
30 5.3 One year or more ..............4

**72.** **Have you completed this program?**

**(Circle one.)**

54 9.6 Yes ............................1
5 0.9 No, left without completing ......2
35 6.2 No, still enrolled ................3

**73.** **Have you used this training on any job?**

63 11.2 Yes ..........................1
31 5.5 No ............................2

**74.** **Which of the following statements best describes the assistance you received (are receiving) from the school or training center in finding a job?**

**(Circle one.)**

29 5.2 I did not want or need help from the school in finding a job ........1
21 3.7 I received no help from the school in finding a job ................2
9 1.6 The school provided information on openings in my field ..........3
8 1.4 The school helped put me in touch with possible employers ........4
4 0.7 The school made all the arrangements necessary for me to get a job .................................................5
14 2.5 Other (specify: ______________________________)..6

**75.** **Do you think you will need additional training or education to advance as you would like in your job or career?**

**(Circle one.)**

366 65.1 Yes ..........................................1 Go to Q.76
121 21.5 No ...........................................2 } Go to Q.77
69 12.3 Don't know ....................................3 }

**76. What obstacles do you think may stand in your way of getting this additional training? (If you see no obstacles to getting more training, check here ☐ and go on to Q. 77.)**

Box Checked 177 60.8
Not Checked 107 35.7

Note: Figures based on standard version only.

**(Circle as many as apply.)**

| | | Obstacles | | |
|---|---|---|---|---|
| a. | I can't afford it | 1 | 62 | 21.3 |
| b. | I had poor grades in high school or poor scores on admission tests | 2 | 8 | 2.7 |
| c. | There is no school within commuting distance from my home | 3 | 11 | 3.8 |
| d. | I don't have the time to do it | 4 | 24 | 8.2 |
| e. | I can't get released from my job to do it | 5 | 9 | 3.1 |
| f. | My employer won't guarantee me a job when training is completed | 6 | 5 | 1.7 |
| g. | I did not have the kind of school program that is required for qualifying for more training | 7 | 4 | 1.4 |
| h. | Other (please describe: ______________________) | 8 | 21 | 7.2 |

## SCHOOL FINANCES

## SCHOOL FINANCES

**77. Considering just the period from September 1973 to June 1974, what is your estimate of how much it will have cost you to live and go to school? (If you were not in training or school during this time, check here ☐ and go to Q. 91.)**

Box Checked 123 42.3
Not Checked 163 56.0

| | (Please estimate the amount for each item.) |
|---|---|
| Tuition and fees | $ ______ |
| Books and supplies | $ ______ |
| Transportation to and from class from where I live while attending school | $ ______ |
| Housing and meals | $ ______ |
| All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc. | $ ______ |
| HOW MUCH MONEY IS THIS IN TOTAL? | $ ______ |

**78. How many months will you have been in school between September 1973 and June 1974?** ______ **(months)**

**79. Considering just the period from September 1973 to June 1974, did you receive (or are you receiving) any kind of scholarship, fellowship or grant to go to school?**

227 40.4 No ..........1 *GO TO Q. 82*
90 16.0 Yes ..........2 *GO TO Q. 80*

**80. Check below which kind(s) of scholarship or fellowship you received.**

| | | | (✓) |
|---|---|---|---|
| 13 | 2.3 | a) Basic Educational Opportunity Grant | ___ |
| 5 | 0.9 | b) Supplementary Educational Opportunity Grant | ___ |
| 34 | 6.0 | c) College scholarship or grant from college funds | ___ |
| 3 | 0.5 | d) ROTC scholarship or stipend | ___ |
| 3 | 0.5 | e) Nursing Scholarship Program | ___ |
| 1 | 0.2 | f) Health Professions Scholarship Program | ___ |
| 30 | 5.3 | g) State Scholarship | ___ |
| 28 | 5.0 | h) Other Scholarship (write in: ______________________) | ___ |

81. **How much was (is) the total dollar value of the grant(s) or scholarship(s) you received?** $____________

82. **Considering just the period from September 1973, to June 1974, did you meet (or are you meeting) your living or school expenses by taking out a loan (or by someone else taking out a loan on your behalf)?**

262 44.8 No .............. 1 *GO TO Q. 85*
65 11.6 Yes .............. 2 *GO TO Q. 83* → 83. **Check below which kind(s) of loan you obtained.**

| | | | (✓) |
|---|---|---|---|
| 16 | 2.8 | a) Federal Guaranteed Student Loan .......... | ___ |
| 8 | 1.4 | b) State Loan .................................. | ___ |
| 9 | 1.6 | c) Regular bank loan .......................... | ___ |
| 31 | 5.5 | d) National Defense (Direct) Student Loan .... | ___ |
| 0 | 0.0 | e) Health Professions Student Loan ............ | ___ |
| 2 | 0.4 | f) Nursing Student Loan ....................... | ___ |
| 6 | 1.1 | g) School or College Loan ...................... | ___ |
| 3 | 0.5 | h) Other loan (write in: ____________)... | ___ |

84. **How much was (is) the total dollar value of the loan(s) you received?** $____________

85. **Considering just the period from September 1973 to June 1974, did you receive (or are you receiving) financial assistance from any other special government programs for your living and school expenses?**

287 51.1 No .............. 1 *GO TO Q. 88*
31 5.5 Yes .............. 2 *GO TO Q. 86* → 86. **Check below from which program you received help.**

| | | | (✓) |
|---|---|---|---|
| 1 | 0.2 | a) Law Enforcement Educational Program .... | ___ |
| 9 | 1.6 | b) Veteran's Administration, War Orphans, or Survivors Benefits Programs .............. | ___ |
| 3 | 0.5 | c) Veterans Administration Direct Benefits (GI Bill compensation or pension) ............ | ___ |
| 0 | 0.0 | d) Vocational Rehabilitation Program benefits | ___ |
| 23 | 4.1 | e) Social Security Benefits (for students 18-22 who are children of retired, disabled, or deceased parents) ........................ | ___ |
| 11 | 2.0 | f) Other (write in: ____________)... | ___ |

87. **How much was (is) the total dollar value of the financial assistance you received?** $____________

88. **Considering just the period from September 1973 to June 1974, did you receive (or are you receiving) financial assistance from any family members or friends for your living and school expenses?**

108 19.2 No .............. 1 *GO TO Q. 91*
209 37.2 Yes .............. 2 *GO TO Q. 89* → 89. **Check the sources below from which you received this financial assistance.**

| | | | (✓) |
|---|---|---|---|
| 185 | 32.9 | a) Parents .................................. | ___ |
| 3 | 0.5 | b) Husband or wife .......................... | ___ |
| 6 | 1.1 | c) Other family or friends .................. | ___ |

90. **How much was (is) the total dollar value of the financial assistance you received from family or friends?**

$____________

# Section C: Civilian Work Experience

In this section, we would like to find out about the jobs you may have held in the past 12 months, **from last April 1973, to this April 1974.** Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, and so on

**91. Did you hold a job of any kind during the first week of April 1974?**

195 34.7 No ........ 1 Go to Q. 104
362 64.4 Yes ........ 2 Go to Q. 92

**92. Please describe below the job held during the first week of April 1974 (if you held more than one job at that time, describe the one at which you worked the most hours).**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)
(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________

e. Were you:

**(Circle one.)**

270 48.0 An employee of a PRIVATE company, bank, business, or individual working for wages, salary, or commissions? ........ 1
63 11.2 A GOVERNMENT employee (Federal, State, county, or local)? .. 2
14 2.5 Self-employed in your OWN business, professional practice, or farm? ........ 3
6 1.1 Working WITHOUT PAY in family business or farm? ........ 4

f. When did you start working at this job? ____________ (month) ____________ (year)

g. Are you currently working at this job?

326 68.0 Yes ........ 1
40 7.1 No ........ 2 (Date left: ________ (month) ________ (year)

**93. How many hours did you usually work at this job in an average week?**

________ Hours per week

**94. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ ____________ per week
(Earnings before deductions)

**95. How satisfied were you with the following aspects of this job?**

**(Circle one number on each line.)**

| | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|
| a. Pay and fringe benefits | 1 62 11.0 | 2 181 32.2 | 3 74 13.2 | 4 40 7.1 |
| b. Importance and challenge | 1 86 15.1 | 2 166 29.5 | 3 64 11.4 | 4 45 8.0 |
| c. Working conditions | 1 76 13.5 | 2 219 39.0 | 3 45 8.0 | 4 22 3.9 |
| d. Opportunity for promotion and advancement with this employer | 1 62 11.0 | 2 142 25.3 | 3 97 17.3 | 4 50 8.9 |
| e. Opportunity for promotion and advancement in this line of work | 1 72 12.8 | 2 147 26.2 | 3 87 15.5 | 4 44 7.8 |
| f. Opportunity to use past training and education | 1 71 12.6 | 2 164 29.2 | 3 66 11.7 | 4 53 9.4 |
| g. Security and permanence | 1 88 15.7 | 2 189 33.6 | 3 43 7.7 | 4 31 5.5 |
| h. Supervisor(s) | 1 107 19.0 | 2 187 33.3 | 3 33 5.9 | 4 26 4.6 |
| i. Opportunity for developing new skills | 1 95 16.9 | 2 156 27.8 | 3 63 11.2 | 4 42 7.5 |
| j. Job as a whole | 1 96 17.1 | 2 193 34.3 | 3 47 8.4 | 4 25 4.4 |

**96.** **Did you receive training to do this kind of work?**

163 290 No ............1 *GO TO Q. 100*
218 38.8 Yes ............2 *GO TO Q. 97* →

**97.** **Where did you receive this training?**

**(Circle as many as apply to you.)**

*Note*: Figures based on standard version only

| | **Where I trained** | | |
|---|---|---|---|
| High school | 1 | 27 | 9.3 |
| Vocational, trade, business or other career training school | 2 | 17 | 5.8 |
| Junior or community college | 3 | 6 | 2.1 |
| Four-year college or university | 4 | 13 | 4.5 |
| Military service | 5 | 3 | 1.0 |
| On-the-job | 6 | 83 | 28.5 |
| Other (please describe: ____________________ ) | 7 | 7 | 2.4 |

**98.** **Were you hired for the job you held in the first week of April 1974, because your employer knew you had been trained in a school or college to do this kind of work?**

71 12.6 Yes ............1
134 23.8 No ............2
22 3.9 Don't know ....3

**99.** **Did the school at which you received training for this job refer you to this job?**

33 5.9 Yes ............1
183 32.6 No ............2

**100.** **Do you expect to be working in April 1975?**

83 14.8 No ............1 *GO TO Q. 103*
344 61.2 Yes ............2 *GO TO Q. 101* →

**101.** **Do you plan to work for the SAME EMPLOYER?**

203 36.1 Yes ............1
121 21.6 No ............2

**102.** **Do you plan to work at the SAME KIND OF WORK?**

222 39.5 Yes ............1
103 18.3 No ............2

**103.** **Were you working at any other job during the first week of April 1974, at the SAME TIME as the job you described above?**

45 8.0 Yes ............1
361 64.2 No ............2

**104.** **What were the reasons you did not have a job during the first week of April 1974? If you DID hold a job during the first week of April 1974, check here ☐ and go on to Question 108.)**

Box Checked 183 62.9
Not Checked 94 33.0

**(Circle as many as apply.)**

*Note*: Figures based on standard version only

| | | **My Reasons** | | |
|---|---|---|---|---|
| a. | I did not want to work | 1 | 27 | 9.3 |
| b. | I was on temporary layoff from work or waiting to report to work | 2 | 8 | 2.7 |
| c. | I was a full-time homemaker | 3 | 19 | 6.5 |
| d. | I was going to school | 4 | 49 | 16.8 |
| e. | There were not enough job openings available | 5 | 14 | 4.8 |
| f. | There were union restrictions | 6 | 2 | 0.7 |
| g. | A job would have required moving | 7 | 0 | 0 |
| h. | There were jobs but none where I could use my training | 8 | 5 | 1.7 |
| i. | There were jobs but they required work experience I did not have | 9 | 8 | 2.7 |
| j. | The jobs available offered little opportunity for career development | 10 | 4 | 1.4 |
| k. | I had health problems or a physical handicap | 11 | 2 | 0.7 |
| l. | I could not arrange child care | 12 | 4 | 1.4 |
| m. | I had other family responsibilities (including pregnancy) | 13 | 12 | 4.1 |
| n. | I was waiting to enter or in the Armed Forces | 14 | 3 | 1.0 |
| o. | I was not educationally qualified for types of work available | 15 | 4 | 1.4 |

**105. Were you looking for work during March 1974?**

160 28.5 No .............1 Go to Q. 107

44 7.8 Yes ............2 Go to Q. 106

**106. How long had you been looking for work as of the first week of April 1974?**

**(Please check one line.)**

| | | | (✓) |
|---|---|---|---|
| 28 | 5.0 | Less than 2 weeks | ___ |
| 17 | 3.0 | 2-4 weeks | ___ |
| 7 | 1.2 | 5-9 weeks | ___ |
| 8 | 1.4 | 10-14 weeks | ___ |
| 1 | 0.2 | 15-26 weeks | ___ |
| 3 | 0.5 | 27 weeks or more | ___ |

**107. Would you be willing to move to another city or community to get a job?**

84 14.9 Yes ............1

112 19.9 No..............2

**108. Which statement below best describes your employment situation during the last 12 months, from April 1973 to April 1974?**

**(Circle one.)**

64 11.4 Not employed at any job during the twelve month period April 1973 to April 1974 ............1

208 36.1 Employed during first week of April 1974 (which I described in Q. 92 above) and this was the only job I held ............2

149 26.5 Employed during first week of April 1974 (which I described in Q. 92 above) and also employed at other job earlier during that 12-month period beginning in April 1973 ............3

140 24.9 Not employed during first week of April 1974, but employed earlier during the 12-month period beginning in April 1973 ............4

**109. During the entire 52-week period from April 1973 to April 1974, about how many different weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)**

________________ Number of weeks

**110. During the same 52-week period from April 1973 to April 1974, about how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?**

________________ Number of weeks

**111. During the same 52-week period from April 1973 to April 1974, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)**

______________ Number of employers

**112. Since April 1973, what methods did you use at any time in looking for work and were they useful?**

**(Circle one number on each line.)**

| | | Never Looked or Used | Used But Did Not Obtain Job | Used and Obtained Job | |
|---|---|---|---|---|---|
| a. | School or college placement service | 1 372 | 66.2 2 68 | 12.1 3 46 | 8.2 |
| b. | Professional periodicals or organizations | 1 434 | 77.2 2 41 | 7.3 3 4 | 0.7 |
| c. | Civil Service applications | 1 418 | 74.4 2 48 | 8.5 3 11 | 2.0 |
| d. | Public employment service | 1 383 | 68.1 2 82 | 14.6 3 17 | 3.0 |
| e. | Private employment agency | 1 424 | 75.4 2 36 | 6.4 3 21 | 3.7 |
| f. | Community action or welfare groups | 1 451 | 80.2 2 16 | 2.8 3 6 | 1.1 |
| g. | Newspaper, TV or radio ads | 1 279 | 49.6 2 135 | 24.0 3 66 | 11.7 |
| h. | Direct application to employers | 1 180 | 32.0 2 84 | 14.9 3 220 | 39.1 |
| i. | Registration with a union | 1 451 | 80.2 2 8 | 1.4 3 12 | 2.1 |
| j. | Friends or relatives | 1 249 | 44.3 2 74 | 13.2 3 161 | 28.6 |
| k. | Attendance at job fairs | 1 466 | 82.9 2 6 | 1.1 3 4 | 0.7 |
| l. | Other (specify: ______________________) | 1 | 2 | 3 | |

# Section D: Activities and Opinions

**113. To what extent have you voluntarily participated in the following groups during the year April 1973, through April 1974? (By voluntarily, we mean you are not an employee of the group; by member, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events; by active, we mean that you frequently attend the meetings or events.)**

**(Circle one number on each line.)**

| | | | Not At All | | Member Only | | Active Participant | | |
|---|---|---|---|---|---|---|---|---|---|
| a. Service organizations — such as Rotary, Chamber of Commerce, Veterans, etc. | 512 | 91.1 | 1 | 7 | 2 | 1.2 | 3 | 10 | 1.8 |
| b. Youth organizations — such as Little League coach, scouting, etc. | 485 | 86.3 | 1 | 6 | 2 | 1.1 | 3 | 34 | 6.0 |
| c. Union, farm, trade or professional association | 442 | 78.6 | 1 | 54 | 2 | 9.6 | 3 | 28 | 5.0 |
| d. Political clubs or organizations | 487 | 86.6 | 1 | 20 | 2 | 3.6 | 3 | 15 | 2.7 |
| e. Educational organizations — such as PTA | 505 | 89.9 | 1 | 10 | 2 | 1.8 | 3 | 9 | 1.6 |
| f. A student government, newspaper, journal or annual staff | 470 | 83.6 | 1 | 16 | 2 | 2.8 | 3 | 38 | 6.8 |
| g. Church or church-related activities (not counting worship services) | 367 | 65.3 | 1 | 81 | 2 | 14.4 | 3 | 83 | 14.8 |
| h. Community centers, neighborhood improvement or social-action associations or groups | 478 | 85.1 | 1 | 15 | 2 | 2.7 | 3 | 32 | 5.7 |
| i. Organized volunteer work — such as in a hospital | 476 | 84.7 | 1 | 13 | 2 | 2.3 | 3 | 35 | 6.2 |
| j. Consumer protection information associations | 512 | 91.1 | 1 | 8 | 2 | 1.4 | 3 | 4 | 0.7 |
| k. A social, hobby, garden, or card playing group | 378 | 67.3 | 1 | 18 | 2 | 3.2 | 3 | 128 | 22.8 |
| l. Sport teams or sport clubs | 364 | 64.8 | 1 | 21 | 2 | 3.7 | 3 | 142 | 25.3 |
| m. A literary, art, discussion, music or study group | 447 | 79.5 | 1 | 20 | 2 | 3.6 | 3 | 53 | 9.4 |
| n. A student scholarship society or debating club | 493 | 87.7 | 1 | 15 | 2 | 2.7 | 3 | 14 | 2.5 |
| o. Another voluntary group in which I participate | 431 | 76.7 | 1 | 14 | 2 | 2.5 | 3 | 59 | 10.5 |

**114. Do you have a hobby you enjoy by yourself (painting, stamp collecting, fishing, etc.)?**

511 90.9 Yes 1
44 7.8 No 2

**115. Do you have a hobby you enjoy with a group (tennis, chess, singing in choir, etc.)?**

418 74.4 Yes 1
136 24.4 No 2

**116. How do you feel about each of the following statements?**

**(Circle one number on each line.)**

| | | Agree Strongly | | Agree | | Disagree | | Disagree Strongly | | No Opinion |
|---|---|---|---|---|---|---|---|---|---|---|
| a. I take a positive attitude toward myself | 201 | 1 | 294 | 2 | 32 | 3 | 5 | 4 | 22 | 5 |
| b. Good luck is more important than hard work for success | 10 | 1 | 44 | 2 | 288 | 3 | 181 | 4 | 29 | 5 |
| c. I feel I am a person of worth, on an equal plane with others | 237 | 1 | 289 | 2 | 8 | 3 | 4 | 4 | 13 | 5 |
| d. I am able to do things as well as most other people | 204 | 1 | 317 | 2 | 11 | 3 | 4 | 4 | 14 | 5 |
| e. Every time I try to get ahead, something or somebody stops me | 14 | 1 | 50 | 2 | 319 | 3 | 125 | 4 | 40 | 5 |
| f. Planning only makes a person unhappy since plans hardly ever work out anyway | 16 | 1 | 57 | 2 | 261 | 3 | 183 | 4 | 31 | 5 |
| g. People who accept their condition in life are happier than those who try to change things | 33 | 1 | 71 | 2 | 245 | 3 | 140 | 4 | 61 | 5 |
| h. On the whole, I'm satisfied with myself | 160 | 1 | 312 | 2 | 54 | 3 | 10 | 4 | 13 | 5 |

**117. What ways do you assure yourself of a good buy for your money?**

**(Circle one number on each line.)**

| | | | Never | | | Sometimes | Regularly | | |
|---|---|---|---|---|---|---|---|---|---|
| a. I compare prices and label information of similar products or services | 17 | 3.0 | 1 | 209 | 37.2 | 2 | 3 | 331 | 58.9 |
| b. I return merchandise that is unsatisfactory to the store where I bought it | 26 | 4.6 | 1 | 293 | 52.1 | 2 | 3 | 236 | 42.0 |
| c. I rely on brands or companies I know well even if they cost more | 40 | 8.0 | 1 | 340 | 60.5 | 2 | 3 | 166 | 29.5 |
| d. I buy brands my parents have used and been satisfied with | 24 | 4.4 | 1 | 409 | 72.8 | 2 | 3 | 101 | 18.0 |
| e. I follow leads in articles from Consumer Reports, Changing Times or other such magazines | 281 | 50.0 | 1 | 219 | 39.0 | 2 | 3 | 52 | 9.3 |
| f. I have taken a business to the Small Claims Court when I've been gypped | 534 | 95.0 | 1 | 12 | 2.1 | 2 | 3 | 6 | 1.1 |
| g. I participate in consumer protection organization activities | 517 | 92.0 | 1 | 25 | 4.4 | 2 | 3 | 9 | 1.6 |
| h. I have reported unfair sales or advertising to the Consumer Protection Agency | 506 | 90.0 | 1 | 38 | 6.8 | 2 | 3 | 8 | 1.4 |
| i. I check a company's reputation with the Better Business Bureau before agreeing to an expensive service or repair | 436 | 77.6 | 1 | 90 | 16.0 | 2 | 3 | 22 | 3.9 |
| j. I rely on my friends' advice for consumer information | 94 | 16.7 | 1 | 434 | 77.2 | 2 | 3 | 25 | 4.4 |
| k. I buy what seems good from the advertisements | 141 | 25.1 | 1 | 396 | 70.5 | 2 | 3 | 13 | 2.3 |
| l. I write to the manufacturer about the quality of their product if I'm unsatisfied | 397 | 70.6 | 1 | 136 | 24.2 | 2 | 3 | 17 | 3.0 |
| m. I get in touch with my local newspaper or radio station when I have complaints or questions | 503 | 89.5 | 1 | 41 | 7.3 | 2 | 3 | 6 | 1.1 |
| n. Other (specify: 128 ) | | 22.8 | 1 | 3 | 0.5 | 2 | 3 | 11 | 2.0 |

**118. People often use the term "quality of life" to mean different things. How close do the following statements agree with what "quality of life" means to YOU?**

**(Circle one number on each line.)**

| | | | Very Close | | | Close | Not Close | | |
|---|---|---|---|---|---|---|---|---|---|
| a. Having enough money to live comfortably — enough to eat, enough to dress warmly or coolly as needed, and to be adequately sheltered | 311 | 55.3 | 1 | 223 | 39.7 | 2 | 3 | 18 | 3.2 |
| b. Having healthful living patterns — eating a balanced diet, getting plenty of exercise and regular sleep | 304 | 54.1 | 1 | 227 | 40.4 | 2 | 3 | 21 | 3.7 |
| c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources | 324 | 57.7 | 1 | 194 | 34.5 | 2 | 3 | 32 | 5.7 |
| d. Having time and money for some of the "extras" of life — vacations, hobby time and equipment, entertainment opportunities | 255 | 45.4 | 1 | 228 | 40.6 | 2 | 3 | 64 | 11.4 |
| e. Feeling free — not tied down by many personal or work responsibilities | 166 | 29.5 | 1 | 214 | 38.1 | 2 | 3 | 170 | 30.2 |
| f. Feeling personally safe from violence, discriminatory behaviors or fraud | 271 | 48.2 | 1 | 212 | 37.7 | 2 | 3 | 58 | 10.3 |
| g. Having a chance to do the kind of work a person really wants to do in life | 412 | 73.3 | 1 | 129 | 23.0 | 2 | 3 | 10 | 1.8 |
| h. Having sustained personal relationships — loving and being loved | 465 | 82.7 | 1 | 75 | 13.3 | 2 | 3 | 11 | 2.0 |
| i. Living a life of honesty and moral integrity — doing what I think is right to do | 420 | 74.7 | 1 | 128 | 22.8 | 2 | 3 | 5 | 0.9 |
| j. Having the opportunity to read, think and discuss important questions about life, values, etc. | 323 | 57.5 | 1 | 202 | 35.9 | 2 | 3 | 27 | 4.8 |
| k. Having the chance to get a good education | 322 | 57.3 | 1 | 197 | 35.1 | 2 | 3 | 27 | 4.8 |
| l. Other (specify: 51 ) | | 9.1 | 1 | 9 | 1.6 | 2 | 3 | 26 | 4.6 |

**119. Do you have a big "If" in your life that you feel prevents you from being happy? That is, "My life today would be happy if I could just change":**

**(Choose only one.)**

| | | | |
|---|---|---|---|
| My financial situation | 1 | 85 | 15.1 |
| My health or physical condition | 2 | 13 | 2.3 |
| My friendships | 3 | 16 | 2.8 |
| My family life | 4 | 18 | 3.2 |
| The organizations I belong to | 5 | 2 | 0.4 |
| My religion | 6 | 1 | 0.2 |
| My non-working activities (hobbies, etc.) | 7 | 7 | 1.2 |
| My work | 8 | 12 | 2.1 |
| Our national government | 9 | 33 | 5.9 |
| The city or neighborhood where I live | 10 | 7 | 1.2 |
| My house or apartment | 11 | 5 | 0.9 |
| The level of my education or training | 12 | 36 | 6.4 |
| Other (Write in: ______________________) | 13 | 33 | 5.9 |
| I AM PRETTY HAPPY THE WAY THINGS ARE SO THIS DOESN'T APPLY TO ME | 14 | 257 | 45.7 |

**120. The following questions ask about your political participation.**

Note: Figures based on standard version only.

**(Circle as many as apply to you.)**

| | | YES | | |
|---|---|---|---|---|
| a. | When you talk with your friends, do you ever talk about public problems — that is, what's happening in the country or in this community? | 1 | 260 | 89.3 |
| b. | Do you ever talk about public problems with any of the following people? | | | |
| | Your family? | 2 | 241 | 82.8 |
| | People where you work? | 3 | 180 | 61.9 |
| | Community leaders such as club or church leaders? | 4 | 62 | 21.3 |
| c. | Do you ever talk about public problems with elected government officials or people in politics, such as, Democratic or Republican leaders? | 5 | 52 | 17.9 |
| d. | Have you ever talked to people to try to get them to vote for or against any candidate? | 6 | 89 | 30.6 |
| e. | What about you — are you registered to vote? | 7 | 218 | 74.9 |
| f. | Did you vote in local, state or federal elections in November, 1972, (The last presidential election: Nixon versus McGovern)? | 8 | 187 | 64.3 |
| g. | Have you ever given any money or bought tickets to help someone who was trying to win an election? | 9 | 39 | 13.4 |
| h. | Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? | 10 | 64 | 22.0 |
| i. | Have you ever done any work to help a candidate in his campaign? | 11 | 54 | 18.6 |
| j. | Have you ever held an office in a political party or been elected to a government job? | 12 | 3 | 1.0 |

**121. Do you think the following activities are worthwhile?**

Note: Figures based on standard version only

**(Circle as many as apply.)**

| | | Worthwhile Activity | | |
|---|---|---|---|---|
| a. | Writing or talking to your representatives in the government | 1 | 179 | 61.5 |
| b. | Voting in local elections | 2 | 238 | 81.8 |
| c. | Voting when you are pretty sure your party won't win | 3 | 183 | 62.9 |
| d. | Attending city council or county commission meetings | 4 | 109 | 37.5 |
| e. | Voting when you are not sure about the issues | 5 | 17 | 5.8 |
| f. | Signing petitions to change the way things are in your locality, state or the whole nation | 6 | 229 | 78.7 |
| g. | Working to register new voters | 7 | 139 | 47.8 |
| h. | Becoming an active member of a political party | 8 | 97 | 33.3 |
| i. | Voting when you don't really care which way an election turns out | 9 | 25 | 8.6 |

## OPINIONS ABOUT YOUR FUTURE

**122. What do you expect to be doing in April 1975?**

Note: Figures based on standard version only.

**(Circle as many as apply to you.)**

| | | Expect To Be Doing | | |
|---|---|---|---|---|
| a. | Working for pay at a full-time or part-time job | 1 | 187 | 64.3 |
| b. | Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 2 | 32 | 11.0 |
| c. | Taking academic courses at a two- or four-year college | 3 | 123 | 42.3 |
| d. | On active duty in the Armed Forces (or service academy) | 4 | 7 | 2.4 |
| e. | Homemaker | 5 | 75 | 25.8 |
| f. | Other (please describe: ________________________) | 6 | 25 | 8.6 |

**123. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

| | | | | |
|---|---|---|---|---|
| a. | CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 1 | 43 | 7.7 |
| b. | CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 2 | 33 | 5.9 |
| c. | FARMER, FARM MANAGER | 3 | 20 | 3.6 |
| d. | HOMEMAKER OR HOUSEWIFE ONLY | 4 | 69 | 12.3 |
| e. | LABORER such as construction worker, car washer, sanitary worker, farm laborer | 5 | 4 | 0.7 |
| f. | MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 6 | 29 | 5.2 |
| g. | MILITARY such as career officer, enlisted man or woman in the Armed Forces | 7 | 4 | 0.7 |
| h. | OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant | 8 | 10 | 1.8 |
| i. | PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but **not** including public school teacher | 9 | 1[illegible]1 | 21.2 |
| j. | PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher | 10 | 60 | 10.7 |
| k. | PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 11 | 14 | 2.5 |
| l. | PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman | 12 | 13 | 2.3 |
| m. | SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker | 13 | 8 | 1.4 |
| n. | SCHOOL TEACHER such as elementary or secondary | 14 | 48 | 8.5 |
| o. | SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter | 15 | 10 | 1.8 |
| p. | TECHNICAL such as draftsman, medical or dental technician, computer programmer | 16 | 22 | 3.9 |
| q. | NOT WORKING | 17 | 5 | 0.9 |

**124. How important is each of the following to you in your life?**

**(Circle one number on each line.)**

| | | | | Not Important | | | Somewhat Important | | Very Important | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. | Being successful in my line of work | 13 | 2.3 | 1 | 135 | | 2 | 24.0 | 3 | 402 | 71.5 |
| b. | Finding the right person to marry and having a happy family life | 14 | 2.8 | 1 | 59 | | 2 | 10.5 | 3 | 476 | 84.7 |
| c. | Having lots of money | 182 | 32.4 | 1 | 315 | | 2 | 56.0 | 3 | 53 | 9.4 |
| d. | Having strong friendships | 18 | 3.2 | 1 | 139 | | 2 | 24.7 | 3 | 397 | 70.6 |
| e. | Being able to find steady work | 50 | 8.9 | 1 | 177 | | 2 | 31.5 | 3 | 321 | 57.1 |
| f. | Being a leader in my community | 324 | 57.7 | 1 | 191 | | 2 | 34.0 | 3 | 29 | 5.2 |
| g. | Being able to give my children better opportunities than I've had | 58 | 10.3 | 1 | 212 | | 2 | 37.7 | 3 | 276 | 49.1 |
| h. | Living close to parents and relatives | 242 | 43.1 | 1 | 248 | | 2 | 44.1 | 3 | 61 | 10.9 |
| i. | Getting away from this area of the country | 362 | 64.4 | 1 | 138 | | 2 | 24.6 | 3 | 49 | 8.7 |
| j. | Working to correct social and economic inequalities | 150 | 26.7 | 1 | 281 | | 2 | 50.0 | 3 | 117 | 20.8 |
| k. | Having leisure time to enjoy my own interests | 14 | 2.5 | 1 | 229 | | 2 | 40.7 | 3 | 310 | 55.2 |
| l. | Having a good education | 10 | 1.8 | 1 | 200 | | 2 | 35.6 | 3 | 343 | 61.0 |

# Section E: For The Future

1. **Please print YOUR name and YOUR address and telephone number where you are likely to be a year from now.**

Name ________________________________________
Street address ________________________________________
City ____________________ State __________ Zip Code ______
Telephone: Area code _____ Number ____________

2. **Please print YOUR PARENTS' name, address and telephone number.**

Name ________________________________________
Address ________________________________________
City ____________________ State __________ Zip Code ______
Telephone: Area code _____ Number ____________

3. **Please print below the names and addresses of TWO OTHER PEOPLE who will know where to get in touch with you about a year from now. (List no more than one person who lives with you now.)**

Name ________________________________________
Address ________________________________________
City ____________________ State __________ Zip Code ______
Telephone: Area code _____ Number ____________

Name ________________________________________
Address ________________________________________
City ____________________ State __________ Zip code ______
Telephone: Area code _____ Number ____________

Finally, when did you complete this questionnaire? __________ (month) ______ (day) ______ (year)

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY.

THANK YOU very much for taking your time to answer these questions for us. May we ask two more favors? (1) If you have any comments about the questions — too many, not clear, and so on — would you jot them down on this page or in the margins? (2) Also, we would like you to answer the questions in the next section. They are optional because you have answered so many questions, but we would be delighted if you would answer them. Thanks again for your help.

________________________________________
________________________________________
________________________________________
________________________________________

We would like you to answer the following questions so that we can see if this is a good way to find out what people know about jobs (their own and other's). It is not too painful; we hope you will try it.

## JOB AWARENESS QUESTIONS

Here are some statements to see what you know about different jobs. Each question has only one correct answer, so you should CIRCLE ONLY ONE ANSWER for each question. If you are not sure of the answer, **guess.** It is important that you circle an answer for each question.

| | True | False |
|---|---|---|
| 1. There is a shortage of teachers in the U.S. | 1 | 2 |
| 2. There is a shortage of doctors in the U.S. | 1 | 2 |
| 3. A welder needs a college diploma | 1 | 2 |
| 4. A person can become a trained machinist without going to college | 1 | 2 |
| 5. Some factory workers are likely to need retraining for their jobs in the next 20 years | 1 | 2 |
| 6. A sociologist works with people more than a social worker | 1 | 2 |
| 7. Medical doctors must get a Ph.D. degree after completing college | 1 | 2 |
| 8. Many scientists get a Ph.D. degree after college | 1 | 2 |
| 9. A store clerk usually makes more money than a trained machinist | 1 | 2 |

10. Which person is most likely to be advanced in his job because of seniority rather than his skill?

| | |
|---|---|
| Biological scientist | 1 |
| Factory worker | 2 |
| Gardener | 3 |
| Barber | 4 |

11. Which person is most likely to be advanced in his job because of seniority rather than his skill?

| | |
|---|---|
| Actor | 1 |
| Traveling salesman | 2 |
| Civil engineer | 3 |
| Policeman | 4 |

12. Which job will most likely be replaced by a machine?

| | |
|---|---|
| Bus driver | 1 |
| Farm hand | 2 |
| Plumber | 3 |
| Physicist | 4 |

13. Which job will most likely be replaced by a machine?

| | |
|---|---|
| Dish washer | 1 |
| Truck driver | 2 |
| Restaurant cook | 3 |
| Auto mechanic | 4 |

14. Which job will most likely be replaced by a machine?

| | |
|---|---|
| Cashier | 1 |
| Mortician | 2 |
| Scientist | 3 |
| News reporter | 4 |

15. Which job would a person choose if he was interested in helping people?

Truck driver .................................... 1
Teacher .................................... 2
Advertising agent .................................... 3
Banker .................................... 4

16. Which person is **least** likely to have a boss to tell him what to do?

Physician .................................... 1
Draftsman .................................... 2
Diplomat .................................... 3
Engineer .................................... 4

17. Which person is **least** likely to have a boss to tell him what to do?

High school teacher .................................... 1
Psychiatrist .................................... 2
Social worker .................................... 3
Engineer .................................... 4

18. Which person is most likely to work a regular 8-hour day (from 8-5)?

Farmer .................................... 1
Musician .................................... 2
College professor .................................... 3
Auto mechanic .................................... 4

19. Which person is most likely to work an 8-hour day (from 8-5)?

Barber .................................... 1
Scientist .................................... 2
Night watchman .................................... 3
High school teacher .................................... 4

20. Which person works with ideas most of the time?

Bus driver .................................... 1
Restaurant waiter .................................... 2
Teacher .................................... 3
Carpenter .................................... 4

21. How much education is required to be a doctor?

Less than high school diploma .................................... 1
High school diploma .................................... 2
College diploma .................................... 3
College **plus** 1 or 2 years of advanced training .................................... 4
College **plus** 3 or more years of advanced training .................................... 5

22. How much education is required to be an electrical engineer?

| | |
|---|---|
| Less than high school diploma | 1 |
| High school diploma | 2 |
| College diploma | 3 |
| College **plus** 1 or 2 years of advanced training | 4 |
| College **plus** 3 or more years of advanced training | 5 |

23. How much education is required to be a private in the U.S. Army?

| | |
|---|---|
| Less than high school diploma | 1 |
| High school diploma | 2 |
| College diploma | 3 |
| College **plus** 1 or 2 years of advanced training | 4 |
| College **plus** 3 or more years of advanced training | 5 |

24. How much education is required to be a factory worker?

| | |
|---|---|
| Less than high school diploma | 1 |
| High school diploma | 2 |
| College diploma | 3 |
| College **plus** 1 or 2 years of advanced training | 4 |
| College **plus** 3 or more years of advanced training | 5 |

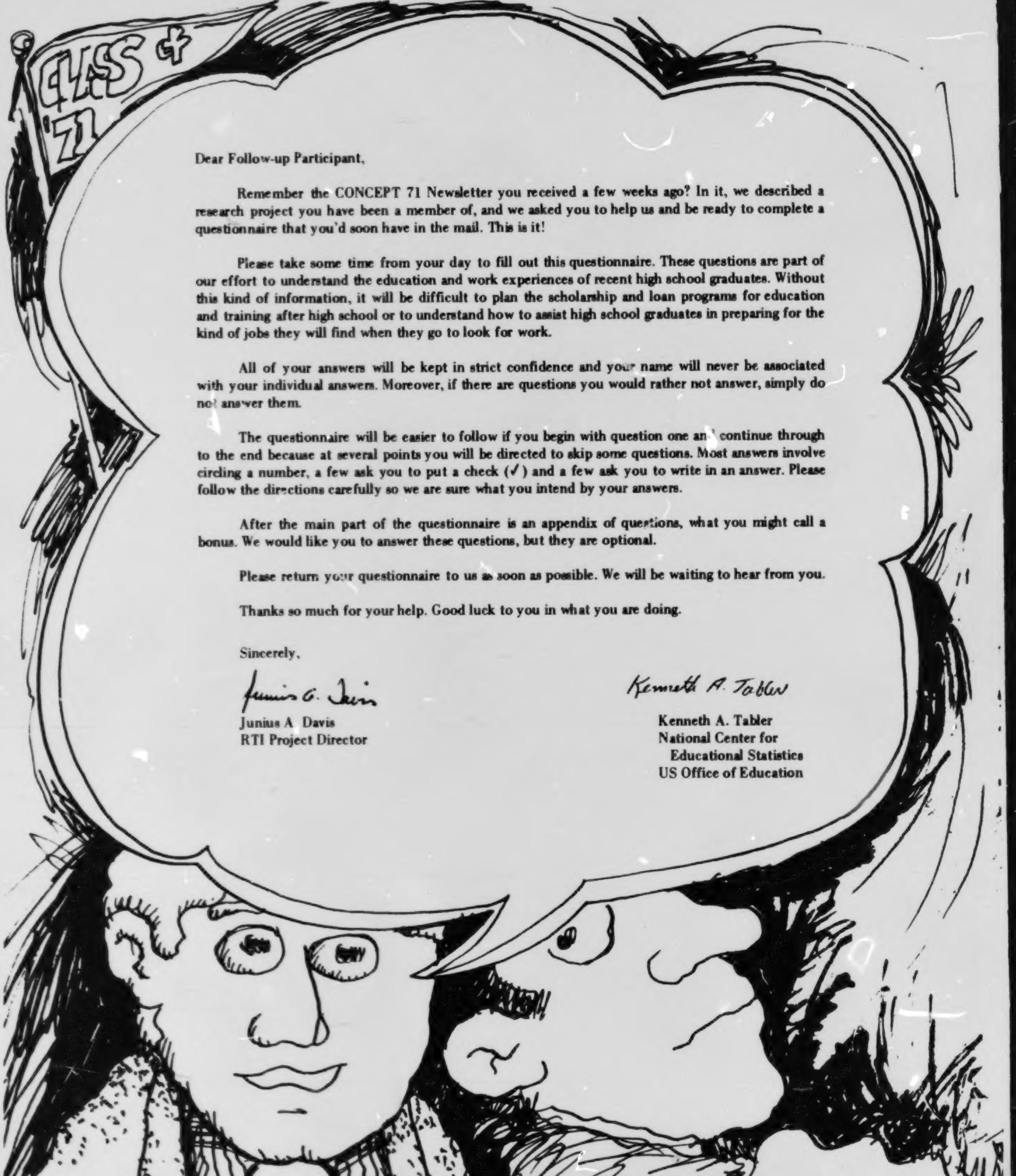
25. How much education is required to be a postman?

| | |
|---|---|
| Less than high school diploma | 1 |
| High school diploma | 2 |
| College diploma | 3 |
| College **plus** 1 or 2 years of advanced training | 4 |
| College **plus** 3 or more years of advanced training | 5 |

WELCOME HOME
CLASS OF '72

# second follow-up

OMB: 51-S-74007
Expiration 12-31-74
OE 2367-1



Dear Follow-up Participant,

Remember the CONCEPT 71 Newsletter you received a few weeks ago? In it, we described a research project you have been a member of, and we asked you to help us and be ready to complete a questionnaire that you'd soon have in the mail. This is it!

Please take some time from your day to fill out this questionnaire. These questions are part of our effort to understand the education and work experiences of recent high school graduates. Without this kind of information, it will be difficult to plan the scholarship and loan programs for education and training after high school or to understand how to assist high school graduates in preparing for the kind of jobs they will find when they go to look for work.

All of your answers will be kept in strict confidence and your name will never be associated with your individual answers. Moreover, if there are questions you would rather not answer, simply do not answer them.

The questionnaire will be easier to follow if you begin with question one and continue through to the end because at several points you will be directed to skip some questions. Most answers involve circling a number, a few ask you to put a check (✓) and a few ask you to write in an answer. Please follow the directions carefully so we are sure what you intend by your answers.

After the main part of the questionnaire is an appendix of questions, what you might call a bonus. We would like you to answer these questions, but they are optional.

Please return your questionnaire to us as soon as possible. We will be waiting to hear from you.

Thanks so much for your help. Good luck to you in what you are doing.

Sincerely,

Junius A. Davis
Junius A. Davis
RTI Project Director

Kenneth A. Tabler
Kenneth A. Tabler
National Center for
Educational Statistics
US Office of Education

THE CLASS REUNION
WHATEVER HAPPENED TO BETH ANNE?
OH, SHE GOT A JOB AS A SWITCH-PERSON WITH AMTRACK
THESE PARTIES ARE A DRAG.
HENRY, YOU REMEMBER MR HEILBROSE, DON'T YOU?
SURE
NICE TO SEE YOU AGAIN-

1. What are you doing *now*?

(Circle as many as apply to you)

DOING NOW

a. Working for pay at a full-time or part-time job .......... 1
b. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) .......... 2
c. Taking academic courses at a two- or four-year college .......... 3
d. On active duty in the Armed Forces (or service academy) .......... 4
e. Homemaker .......... 5
f. Temporary lay-off from work, looking for work, or waiting to report to work ..... 6
g. Other (please describe: ______________________ ) ..... 7

2. As of APRIL, 1974, were you:

(Circle one)

Married .......... 1 GO TO Q. 3
Divorced, widowed, separated ...... 2 } GO TO Q. 5
Single, never married .......... 3 }

3. When were you first married? (Write in: ________ Month ________ Year)

4. Since APRIL 1973, has your husband or wife been enrolled at any school like a college, university, service academy, business or trade school, vocational school, community college, and so forth?

Yes ...... 1 } GO TO Q. 6
No ...... 2 }

5. Do you plan to be married within the next twelve months?

Yes ...... 1
No ...... 2

6. Excluding yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the FIRST WEEK OF APRIL 1974?

(Circle one)

None .......... 0
One .......... 1
Two .......... 2
Three or more .... 3

7. Did you have any children as of APRIL 1974?

No .......1
Yes ...... 2 → (How many? ____ )

8. As of the FIRST WEEK OF APRIL 1974, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?

Yes ...... 1
No ...... 2

9. Do you have any physical condition that limits the kind or amount of work you can do on a job?

Yes ...... 1
No ...... 2

10. With whom did you live, as of the **FIRST WEEK OF APRIL 1974?** (Circle one)

By myself . . . . . . . . . . . . . . . . . . . . . . 1
With my parents . . . . . . . . . . . . . . . . . 2
With my husband or wife . . . . . . . . . . 3
With other relatives . . . . . . . . . . . . . . . 4
With person(s) not related to me . . . . 5

11. How would you describe your living quarters, as of the **FIRST WEEK OF APRIL 1974?** (Circle one)

Private house or apartment . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
Dormitory or apartment operated by a school or college . . . . . 2
Fraternity or sorority house . . . . . . . . . . . . . . . . . . . . . . . . . 3
Rooming or boarding house . . . . . . . . . . . . . . . . . . . . . . . . . . 4
Military service barracks, on board ship, etc. . . . . . . . . . . . . . . 5
Other (please describe:__________________________) . . . . 6

12. If you moved to a new locality **BETWEEN APRIL 1973 AND APRIL 1974**, was it to: (Circle one)

Find a job of any kind . . . . . . . . . . . . . . . . . . . . . . 1
Find a job where you could use your training . . . . 2
Go to school . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Follow parents or spouse to new location . . . . . . . 4
Other (specify:_______________________) . . . 5
I DID NOT MOVE SO THIS DOES NOT APPLY TO ME . . . . . 6

13. Which of the following items do you have the use of: (1) as your own because you have bought them or have been given them, or (2) because they belong to your parents, roommates, dormitory, apartment building, etc.?

(Circle as many as apply)

| | | HAVE AS MY OWN | HAVE BUT DON'T OWN |
|---|---|---|---|
| a. | A telephone | 1 | 2 |
| b. | A specific place for study | 1 | 2 |
| c. | Daily newspaper | 1 | 2 |
| d. | Dictionary | 1 | 2 |
| e. | Encyclopedia or other reference books | 1 | 2 |
| f. | Magazines | 1 | 2 |
| g. | Record player | 1 | 2 |
| h. | Tape recorder or cassette player | 1 | 2 |
| i. | Color television | 1 | 2 |
| j. | Typewriter | 1 | 2 |
| k. | Electric dishwasher | 1 | 2 |
| l. | Two or more cars or trucks that run | 1 | 2 |
| m. | A map or globe of the world | 1 | 2 |

14. About how much money did you get, before taxes, during **ALL OF 1973**? Include your husband or wife's income in the total, but do not include loans. Please make an entry on each line, either a dollar amount or, if you received no income from a source during 1973, write in the word "none".

| SOURCE | AMOUNT RECEIVED |
|---|---|
| Your own wages, salaries, commissions, and net income from a business or farm . . . . . . . . . . . | $________ |
| Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | $________ |
| All other income you and your spouse received (include interest, rental property income, public assistance, unemployment compensation, cash, gifts, scholarships, fellowships, etc.). | $________ |
| TOTAL INCOME YOU AND YOUR SPOUSE RECEIVED . . . . | $________ |

15. Do you save money regularly?

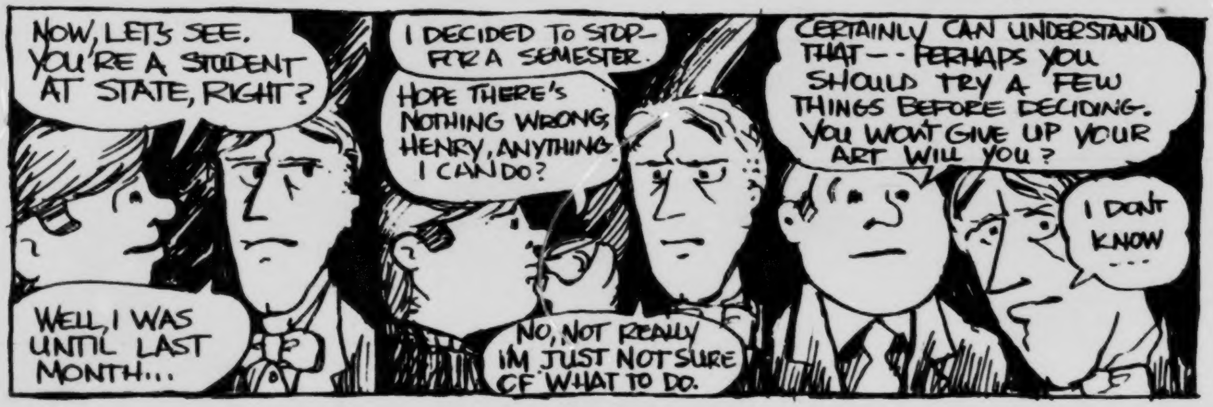
Yes . . . . . . 1
No . . . . . . 2

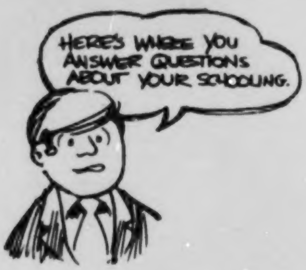
16. Do you have an insurance policy on your life and/or belongings?

Yes . . . . . . 1
No . . . . . . 2

17. During the past year, have you borrowed money for: (Circle as many as apply to you)

| | | YES |
|---|---|---|
| a. | Housing . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 |
| b. | Car(s) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 2 |
| c. | Household appliances (furniture, refrigerator, washing machine, TV, etc.) . . . . . . . . | 3 |
| d. | Recreation equipment (camping equipment, boat, trailer, photographic equipment, etc.) . . . . . . . . . . . . | 4 |
| e. | Vacation expenses . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 5 |
| f. | Medical or dental expenses . . . . . . . . . . . . . . . . . . . . . . . . . . | 6 |
| g. | Education or training. . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 7 |
| h. | Other (write in: ________________________) . . . . . . . . | 8 |


NOW, LET'S SEE. YOU'RE A STUDENT AT STATE, RIGHT?
WELL, I WAS UNTIL LAST MONTH...
I DECIDED TO STOP- FOR A SEMESTER.
HOPE THERE'S NOTHING WRONG, HENRY, ANYTHING I CAN DO?
NO, NOT REALLY I'M JUST NOT SURE OF WHAT TO DO.
CERTAINLY CAN UNDERSTAND THAT-- PERHAPS YOU SHOULD TRY A FEW THINGS BEFORE DECIDING. YOU WON'T GIVE UP YOUR ART WILL YOU?
I DON'T KNOW ---


HERE'S WHERE YOU ANSWER QUESTIONS ABOUT YOUR SCHOOLING.

**This section asks information about your training and education. The emphasis is on your current schooling, although you are asked also about other school experiences since APRIL 1973. (Persons attending a military academy should answer all of the questions in this section.)**

18. SINCE APRIL 1973, have you been enrolled in or takan classes at any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?

(Circle one)

No . . . . . . 1 GO TO Q. 65
Yes. . . . . . 2 GO TO Q. 19

19. Did you attend school in APRIL 1974?

No . . . . . . 1 GO TO Q. 40
Yes . . . . . 2 GO TO Q. 20

20 What is the exact name and location of the school you were attending in APRIL 1974? (Please print and do not abbreviate.)

School Name: ______________________________

City: __________________ State: ______________

21. What kind of school is this?

(Circle one)

Vocational, trade, business, or other career training school . . . . . 1
Junior or community college (two-year) . . . . . . . . . . . . . . . . . . . 2
Four-year college or university . . . . . . . . . . . . . . . . . . . . . . . . . 3
Other (please describe: __________________) . . . . . 4

22. Is this school under public or private control?

Public . . . . . . 1
Private . . . . . . 2

23. When did you first attend the school you were attending in APRIL 1974? ______ (month) ______ (year)

24. During APRIL 1974, were you classified by this school as a full-time student?

Yes . . . . . . 1
No . . . . . . 2

25. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc. _____ Hours per week

26. At that time how were you classified by your school?

(Circle one)

My school doesn't classify students . . . . . . . . . . . . . . . . . . . . . . . . . 1
Freshman (First-year Student) . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2
Sophomore (Second-year Student) . . . . . . . . . . . . . . . . . . . . . . . . . 3
Junior (Third-year Student) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4
Senior (Fourth-year Student) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5
Special Student . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
Other classification (Specify: ____________________). . 7

27. As of **APRIL 1974**, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:

(Write in): ____________________________________________

28. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

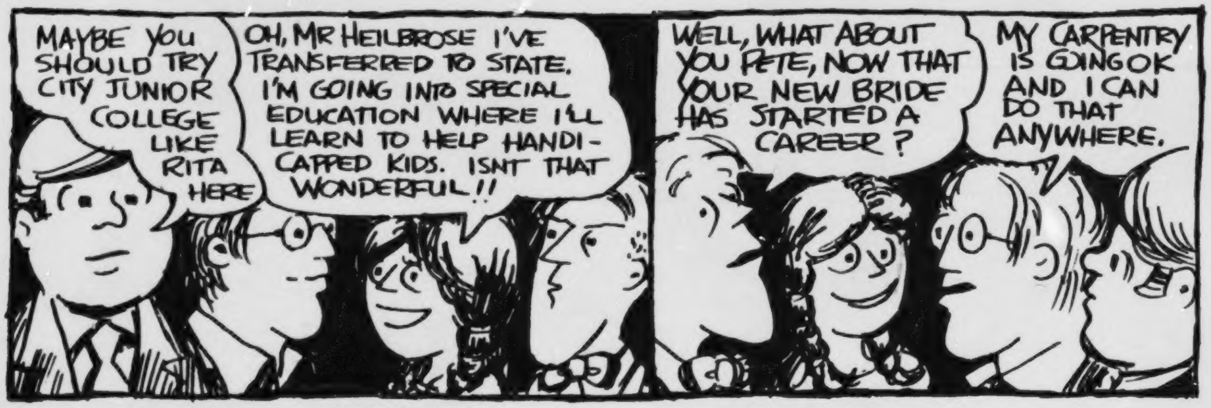
**(Circle only one academic field OR one vocational area )**

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.) . . . . . . . . . . . . . . . . . 1
Business (accounting, marketing, personnel management, etc.) . . . . . . . . . . . . . . . . . . 2
Education (elementary, special, physical, etc.) . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Engineering (civil, electrical, mechanical, etc.) . . . . . . . . . . . . . . . . . . . . . . . . . . . 4
Humanities and Fine Arts (music, religion, English, etc.) . . . . . . . . . . . . . . . . . . . . . . 5
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) . . . . . . . . . . . . . 6
Social Sciences (psychology, history, economics, sociology, etc.) . . . . . . . . . . . 7
Other academic fields (agriculture, home economics, nursing, etc.) . . . . . . . . . . . . . . 8
An academic field, but undecided (circle here and **GO TO Q. 32**) . . . . . . . . . . . . . . . . . 9

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.) . . . . . . . . 10
Computer Technology (keypunch operator, programming, computer operations, etc.) . . . 11
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) . . . . . . . . . . . . . . . 12
Health Services (nursing, lab technician, occupational therapy, practical nursing, etc.) . . . . . . 13
Public Services (police science, food service, recreation, beautician, etc.) . . . . . . . . . . . . . . 14
Other vocational areas (agriculture, home economics, etc.) . . . . . . . . . . . . . . . . . . . . . . 15
A vocational area, but undecided (circle here and **GO TO Q. 32**) . . . . . . . . . . . . . . . . . . . . . 16


MAYBE YOU SHOULD TRY CITY JUNIOR COLLEGE LIKE RITA HERE
OH, MR HEILBROSE I'VE TRANSFERRED TO STATE. I'M GOING INTO SPECIAL EDUCATION WHERE I'LL LEARN TO HELP HANDICAPPED KIDS. ISN'T THAT WONDERFUL!!
WELL, WHAT ABOUT YOU PETE, NOW THAT YOUR NEW BRIDE HAS STARTED A CAREER?
MY CARPENTRY IS GOING OK AND I CAN DO THAT ANYWHERE.

29. How long does it take to complete this program of studies from beginning to end? (For example, a Bachelor's degree usually takes 4 years while a bookkeeping certificate takes about a year.)

| | (Circle one) |
|---|---|
| Less than one month | 1 |
| One to five months | 2 |
| Six to eleven months | 3 |
| One to two years | 4 |
| Two to four year | 5 |
| More than four years | 6 |

HEY HANK OLD PAL WHADDYA SAY?
GRRR
WHY SO GLUM OLD CHUM, I THOUGHT YOU WAS RIDIN' HIGH!?
WELL, BRUCE, I'M NOT IN SCHOOL ANYMORE AND I DONT HAVE A JOB.
LISTEN HANK IF ITS WORK YOU'RE LOOKING FOR, DROP BY MY OLD MAN'S PLANT ON MONDAY. CAN YOU SELL?

30. Was your field of study or training area in APRIL 1974, the same as in APRIL 1973 a year ago?

| | | |
|---|---|---|
| Yes | 1 | GO TO Q. 32 |
| No, I wasn't enrolled in a school a year ago | 2 | |
| No, I hadn't decided upon a field or area a year ago | 3 | |
| No, I changed my field or area during the year | 4 | GO TO Q. 31 |

31. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

| | | (Circle as many as apply to you)<br>MY REASONS |
|---|---|---|
| a. | The courses were more difficult than I expected | 1 |
| b. | I met people with new ideas | 2 |
| c. | I received poor advice on original choice | 3 |
| d. | There was a lack of information on jobs related to original choice | 4 |
| e. | The content of courses was different from what I expected | 5 |
| f. | I learned new information about other fields of study or training areas | 6 |
| g. | My interest was aroused by courses | 7 |
| h. | There are (more) jobs available for graduates in the field I changed to | 8 |
| i. | There are better jobs available for graduates in the field I changed to | 9 |
| j. | Other (please specify: ________________________) | 10 |

32. Did you attend this same school in APRIL 1973?

| | | |
|---|---|---|
| Yes | 1 | GO TO Q. 34 |
| No, not enrolled in any school in APRIL 1973 | 2 | |
| No, enrolled in different school in APRIL 1973 | 3 | GO TO Q. 33 |

33. What were your reasons for changing schools?

(Circle as many as apply to you)

| | | MY REASONS |
|---|---|---|
| a. | My interest changed, and my former school did not offer the course of study I wanted | 1 |
| b. | I wanted to attend a less expensive school | 2 |
| c. | I wanted to be at a smaller school | 3 |
| d. | I wanted to be at a larger school | 4 |
| e. | I wanted to attend school closer to home | 5 |
| f. | I wanted to attend a school farther away from home | 6 |
| g. | I wanted to attend a school that would give me better career opportunities | 7 |
| h. | I wanted to attend a school where I could feel more like I belonged | 8 |
| i. | I wanted to attend a school where I could maximize my intellectual and personal development | 9 |
| j. | I wanted more group or social activities of interest | 10 |
| k. | I changed from a two-year to a four-year school | 11 |
| l. | Other (specify: ______________________________ ) | 12 |

34. During APRIL 1974, were you working at the same time you were going to school?

| | | |
|---|---|---|
| No | 1 | GO TO Q. 40 |
| Yes | 2 | GO TO Q. 35 |

35. If yes, how many hours did you work?

(Circle one)

| | |
|---|---|
| 1-5 hours per week | 1 |
| 6-10 hours per week | 2 |
| 11-15 hours per week | 3 |
| 16-20 hours per week | 4 |
| 21-34 hours per week | 5 |
| 35 or more hours per week | 6 |

36. Did you work for the school you were attending?

| | | |
|---|---|---|
| No | 1 | GO TO Q. 39 |
| Yes | 2 | GO TO Q. 37 |

37. Were you working off the cost of tuition, housing or meals directly rather than working for pay?

| | | |
|---|---|---|
| No | 1 | GO TO Q. 39 |
| Yes | 2 | GO TO Q. 38 |

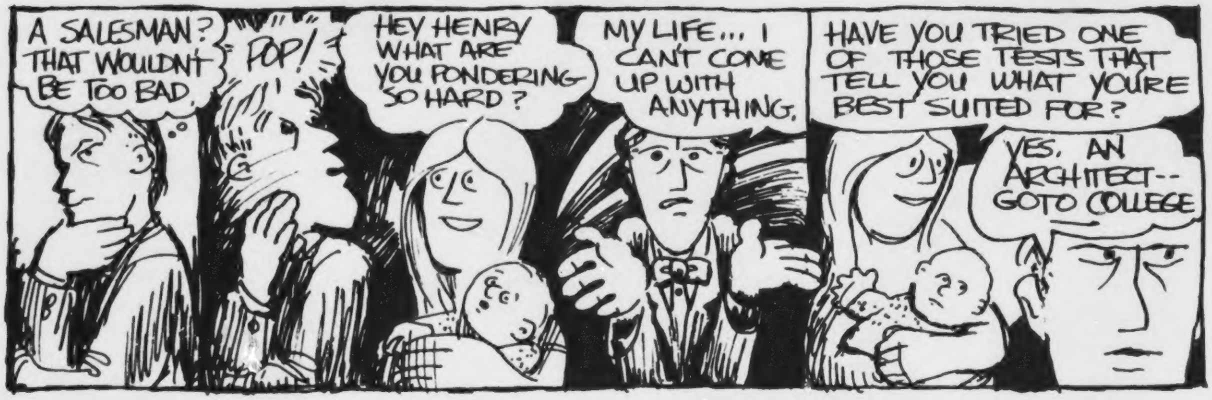
38. Which were you working for?

(Circle as many as apply to you)

| WORKED FOR | |
|---|---|
| Tuition | 1 |
| Housing | 2 |
| Meals | 3 |

39. Did someone at the school help you find the job you had?

Yes . . . . . . 1
No . . . . . . 2


A SALESMAN? THAT WOULDN'T BE TOO BAD
POP!
HEY HENRY WHAT ARE YOU PONDERING SO HARD?
MY LIFE... I CAN'T COME UP WITH ANYTHING.
HAVE YOU TRIED ONE OF THOSE TESTS THAT TELL YOU WHAT YOU'RE BEST SUITED FOR?
YES. AN ARCHITECT-- GO TO COLLEGE

40. Which category below best describes your education and schooling situation during the past year, from APRIL 1973 TO APRIL 1974?

I did not enroll in or take classes at any school or college during the 12-month period from APRIL 1973 TO APRIL 1974 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1 **GO TO Q. 65**
I attended only one school which I reported on already in my answers to Questions 20-39 above . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2 **GO TO Q. 46**
I attended only one school during the 12-month period which I did not report on above because I did not attend during SPRING TERM, 1974 . . . . . . . . . . . . . . . . . . . . . . . 3 } **GO TO Q. 41**
I attended more than one school during the 12-month period . . . . . . . . . . . . . . . . . . . . . . . 4 }

41. What is the exact name and location of the (other) school you attended during the period from APRIL 1973 TO APRIL 1974? (If you attended more than one (other) school, then give the one that you attended the longest.)

School name ______________________________

City ______________ State ______________

42. What kind of school is this? **(Circle one)**

Vocational, trade, business or other career training school . . . . . . 1
Junior or community college (two-year) . . . . . . . . . . . . . . . . . . . . 2
Four-year college or university . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Other (please describe: ______________________) . . . . . . 4

43. When did you: a) First attend this school? __________ (Month) ______ (Year)

b) Leave this school? __________ (Month) ______ (Year)

44. Did you withdraw from this school or training program before you completed your training or studies?

No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1 **GO TO Q. 48**
Yes, but I plan to return to school before APRIL 1975 . . . . . . . . . . 2 } **GO TO Q. 45**
Yes, and I do not plan to return to school before APRIL 1975 . . . . . 3 }

45. If you did withdraw from the program, what were your reasons for doing so?

(Circle as many as apply to you)

| | | MY REASONS |
|---|---|---|
| a. | I became ill | 1 |
| b. | I had financial difficulties | 2 |
| c. | I had a family emergency | 3 |
| d. | I was offered a good job | 4 |
| e. | I got married or planned to get married | 5 |
| f. | My school work was not relevant to the real world | 6 |
| g. | I got pregnant | 7 |
| h. | I wasn't really sure what I wanted to do | 8 |
| i. | I wanted to get practical experience | 9 |
| j. | I wanted to travel | 10 |
| k. | The courses or training program were too hard | 11 |
| l. | I was failing or not doing as well as I wanted | 12 |
| m. | I became homesick | 13 |
| n. | I transferred to another school | 14 |
| o. | Other (please describe: ________________ ). | 15 |

46. With regard to your education and training during the past year, how satisfied are you with the following?

(Circle one number on each line)

| | | VERY SATISFIED | SATISFIED | NO OPINION | DIS-SATISFIED | VERY DIS-SATISFIED |
|---|---|---|---|---|---|---|
| a. | My teachers | 1 | 2 | 3 | 4 | 5 |
| b. | The equipment used | 1 | 2 | 3 | 4 | 5 |
| c. | Job placement of graduates | 1 | 2 | 3 | 4 | 5 |
| d. | The social life at school | 1 | 2 | 3 | 4 | 5 |
| e. | Development of my work skills | 1 | 2 | 3 | 4 | 5 |
| f. | My intellectual growth | 1 | 2 | 3 | 4 | 5 |
| g. | Guidance and counseling given to students | 1 | 2 | 3 | 4 | 5 |
| h. | Library resources | 1 | 2 | 3 | 4 | 5 |
| i. | The cultural activities (music, drama and arts) | 1 | 2 | 3 | 4 | 5 |
| j. | The buildings, labs, gyms, etc. | 1 | 2 | 3 | 4 | 5 |

47. Which aspect of an education is most important to you as an influence on your life plans after school?

(Circle the number that most applies to you)

| | |
|---|---|
| Getting good grades | 1 |
| Developing intellectual interests and skills | 2 |
| Learning the skills for my career | 3 |
| Finishing and getting a degree | 4 |
| Having a good time in school | 5 |
| Learning to meet new people | 6 |

48. Since APRIL 1973, which of the following best describes how well you have done in all your course-work or training THROUGH APRIL 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.

(Circle one)

Mostly A . . . . . . . . . . . . . . . . . 1
About half A and half B . . . . . 2
Mostly B . . . . . . . . . . . . . . . . . 3
About half B and half C . . . . . 4
Mostly C . . . . . . . . . . . . . . . . . 5
About half C and half D . . . . . 6
Mostly D . . . . . . . . . . . . . . . . . 7
Mostly below D . . . . . . . . . . . . 8

49. Have you had a teacher or instructor this year who knows you well enough to write you a letter of reference or give you a recommendation for a job or for attendance at another school?

Yes . . . . . . 1
No . . . . . . 2

50. If you're in a four-year college program, have you taken advantage or any opportunities to accelerate your college program?

I haven't taken a four-year college program . . . . . 1 } GO TO Q. 52
No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2 }
Yes . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .3 GO TO Q. 51

51. How are you accelerating your college program?

(Circle as many as apply)

MY PROGRAM

I began college work before high school graduation . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
I took advanced placement in some course work (taking a sophomore-level course in the first year, for example) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2
I received credit for some courses just by taking special exams that replaced class attendance . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
I have taken some course work outside the regular semesters or during all four terms of the school year . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4
I have taken extra courses during the regular terms . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5
Other (Write in:________________________________________________) . . . . . 6

52. Considering all of the schools you have attended since high school, do *any* of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?

I don't know . . . . . 1 } GO TO Q. 54
No . . . . . . . . . . . . . 2 }
Yes . . . . . . . . . . . . 3 GO TO Q. 53

53. Since leaving high school, about how many credits for a 4-year college Bachelor's degree had you earned by APRIL 1974?

(Write in)

______ Number of quarter hours
______ Number of semester hours
______ Number of other type of credits (please specify type:
______________________________)

54. Whether or not you were enrolled in school in the **FIRST WEEK OF APRIL 1974,** were you working at that time toward a certificate, degree, or license of any kind?

(Fill in the answer and circle the number next to it)

| | | |
|---|---|---|
| No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | **GO TO Q. 56** |
| Yes, a certificate (specify in what: ______________________________) . . . . . | 2 | **GO TO Q. 55** |
| Yes, a license (specify in what: ______________________________) . . . . . | 3 | |
| Yes, a two-year or three-year vocational degree or diploma . . . . . . . . . . . . . . . . | 4 | |
| Yes, a two-year academic degree . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 5 | |
| Yes, a four-year or five-year college Bachelor's degree . . . . . . . . . . . . . . . . . . | 6 | |
| Yes, other (please specify: ______________________________) . . . . . | 7 | |

55. In what year do you expect to have completed all of the requirements and to receive the certificate, degree or license?

_______Year

56. During the past 12 months since **APRIL 1973,** have you **EARNED** any certificate, license, diploma, or degree of any kind?

(Circle one)

No . . . . . . 1 **GO TO Q. 58**
Yes . . . . . 2 _______(month) ____ (year) **GO TO Q. 57**

57. Circle below the number corresponding to the type of award you received since **APRIL 1973,** and enter the training area or major field.

(Fill in the answer and circle the number next to it)

Certificate (specify in what: ______________________________) . . . . . 1

License (specify in what: ______________________________) . . . . . 2

A two- or three-year vocational degree or diploma (specify training area or field:

______________________________) . . . . . 3

A two-year academic degree . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4

A four- or five-year college Bachelor's degree (specify major field:______________) . . . . . 5

Another kind of degree (please specify type and field:______________________

______________________________) . . . . . 6

58. Did you try to find work on a job where you could use what you learned in school?

Yes . . . . . 1 **GO TO Q. 60**
No . . . . . 2 **GO TO Q. 59**

59. Why didn't you try to find work on a job where you could use what you learned in school?

(Circle as many as apply)

| MY REASONS | | |
|---|---|---|
| I did not want a job | 1 | GO TO Q. 63 |
| Not enough jobs | 2 | |
| Jobs didn't pay enough | 3 | |
| Companies weren't hiring | 4 | |
| Didn't have prior job experience that was required | 5 | |
| Other (specify: ______________) | 6 | |

60. Did you try to find work for which you could use what you learned in school in the LOCALITY WHERE YOUR SCHOOL IS LOCATED?

No ..... 1 **GO TO Q. 62**
Yes ..... 2 **GO TO Q. 61**

61. What were your experiences in trying to find work?

(Circle one)

| | A FEW | IN BETWEEN | MANY MORE | DON'T KNOW |
|---|---|---|---|---|
| a. In this locality, did you find just a few companies which hire people to do this work or did you find many more than just a few? | 1 | 2 | 3 | 4 |

(Circle one)

| | MOSTLY LOCAL | MOSTLY OUTSIDE | BOTH | DON'T KNOW |
|---|---|---|---|---|
| b. When new people are hired by companies in this locality, are they mostly people who live or went to school near this locality, or are they mostly people who came into the area to take the jobs? | 1 | 2 | 3 | 4 |

(Circle one)

| | MORE PEOPLE | FEWER PEOPLE | DON'T KNOW |
|---|---|---|---|
| c. Do you think there are more people who can do this work well than there are jobs for them in the school's locality, or are there fewer people than there are jobs? | 1 | 2 | 3 |

(Circle one)

| | YES | NO | DON'T KNOW |
|---|---|---|---|
| d. To be hired in the school's locality for a job on which the training you received can be used, does a person have to have the training? | 1 | 2 | 3 |

(Circle one)

| | YES | NO | DON'T KNOW |
|---|---|---|---|
| e. To get hired in the school's locality, does a person have to have done this kind of work before in order to get a job doing it now? | 1 | 2 | 3 |

62. Did you try to find work for which you could use what you learned in school **SOMEWHERE OTHER** than in the locality where your school is located—like another part of the State or another section of the country?

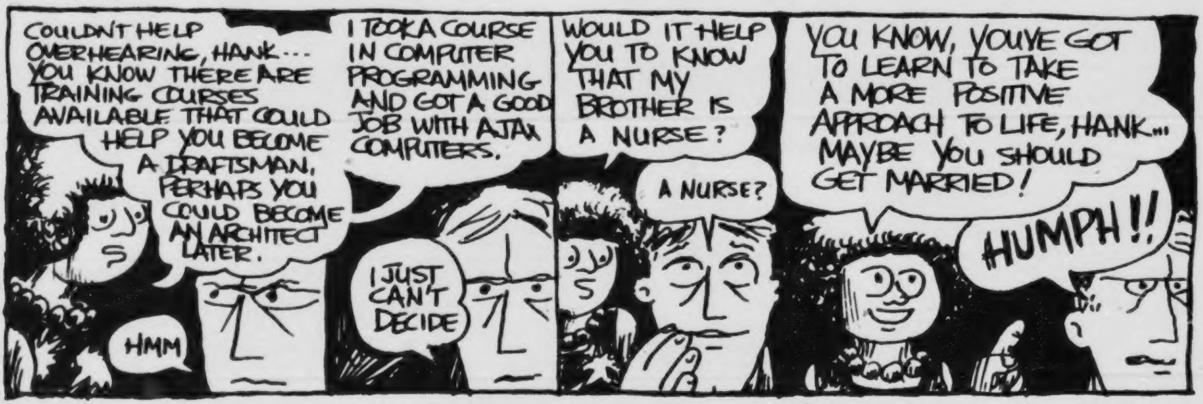
No . . . . . 1
Yes . . . . . 2

63. Did you find work for which you could use what you learned in school? **(Circle one)**

Yes, in the school's locality . . . . . . 1 } **GO TO Q. 64**
Yes, somewhere else . . . . . . . . . . . 2 } **GO TO Q. 64**
No . . . . . . . . . . . . . . . . . . . . . . . 3 **GO TO Q. 65**

64. What were your experiences while working on this job? **(Circle one number on each line)**

| | | MY EXPERIENCE | NOT MY EXPERIENCE |
|---|---|---|---|
| a. | I have been able to apply most of what I learned in school | 1 | 2 |
| b. | I would have liked more experience in my training before I started working | 1 | 2 |
| c. | I received training different from the way it is done on the job | 1 | 2 |
| d. | I was trained with tools or equipment not used on my job | 1 | 2 |
| e. | I could have gotten my job without the training | 1 | 2 |
| f. | I took coursework associated with my training which was not helpful in performing my job | 1 | 2 |
| g. | Most of what I do on the job I learned to do in school | 1 | 2 |
| h. | I consider myself doing as well as others with similar training | 1 | 2 |
| i. | I consider going to school and getting the training a wise choice | 1 | 2 |


COULDN'T HELP OVERHEARING, HANK... YOU KNOW THERE ARE TRAINING COURSES AVAILABLE THAT COULD HELP YOU BECOME A DRAFTSMAN. PERHAPS YOU COULD BECOME AN ARCHITECT LATER.
HMM
I TOOK A COURSE IN COMPUTER PROGRAMMING AND GOT A GOOD JOB WITH AJAX COMPUTERS.
I JUST CAN'T DECIDE
WOULD IT HELP YOU TO KNOW THAT MY BROTHER IS A NURSE?
A NURSE?
YOU KNOW, YOU'VE GOT TO LEARN TO TAKE A MORE POSITIVE APPROACH TO LIFE, HANK... MAYBE YOU SHOULD GET MARRIED!
HUMPH!!

WHAT OTHER KINDS OF SCHOOLING HAVE YOU HAD THIS YEAR?

65. Between **APRIL 1973 AND APRIL 1974**, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.

No ..... 1 **GO TO Q. 75**
Yes ..... 2 **GO TO Q. 66**

66. What type of training program(s) or courses have you participated in? **(Circle one number on each line)**

| | | PARTICIPATED IN | DID NOT PARTICIPATE IN |
|---|---|---|---|
| a. | On-the-job training (a program of instruction during normal working hours) | 1 | 2 |
| b. | Formal Registered Apprenticeship (your State or Labor Union) | 1 | 2 |
| c. | Manpower Development and Training (MDTA) | 1 | 2 |
| d. | Work Incentive (WIN) | 1 | 2 |
| e. | Neighborhood Youth Corps (NYC) | 1 | 2 |
| f. | Other manpower program (please specify: ______________) | 1 | 2 |
| g. | Correspondence course(s) | 1 | 2 |
| h. | Non-credit courses for personal enrichment | 1 | 2 |
| i. | Other (please specify: ______________) | 1 | 2 |

67. Were you being trained for some type of work?

No ...... 1 **GO TO Q. 75**
Yes ..... 2 **GO TO Q. 68**

68. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in: ______________________________________________)

69. Altogether, how many **DIFFERENT** programs in which you participated did you report on in Question 66 above?

_________ Number of different programs

70. Is the work you were (are) training for in the apprenticeship or training program the kind of work you plan to be doing for most of your life?

(Circle one)

Yes . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
Yes, if I like the work . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2
Yes, if I succeed . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
No, I expect to become a homemaker . . . . . . . . . . . . . . . . . . . . . . . 4
No, I expect to get further education so I can enter a different occupation . . . . 5
No, I expect to change to a different type of work . . . . . . . . . . . . . . . 6
No, some other reason . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 7

71. How long does (or did) this program last?

(Circle one)

Less than one month . . . . . . 1
One to five months . . . . . . . 2
Six to eleven months . . . . . 3
One year or more . . . . . . . . 4

72. Have you completed this program?

(Circle one)

Yes . . . . . . . . . . . . . . . . . . . . . . . 1
No, left without completing . . . . . 2
No, still enrolled . . . . . . . . . . . . . . 3

72. Have you used this training on any job?

Yes . . . . . 1
No . . . . . 2

74. Which of the following statements best describes the assistance you received (are receiving) from the school or training center in finding a job?

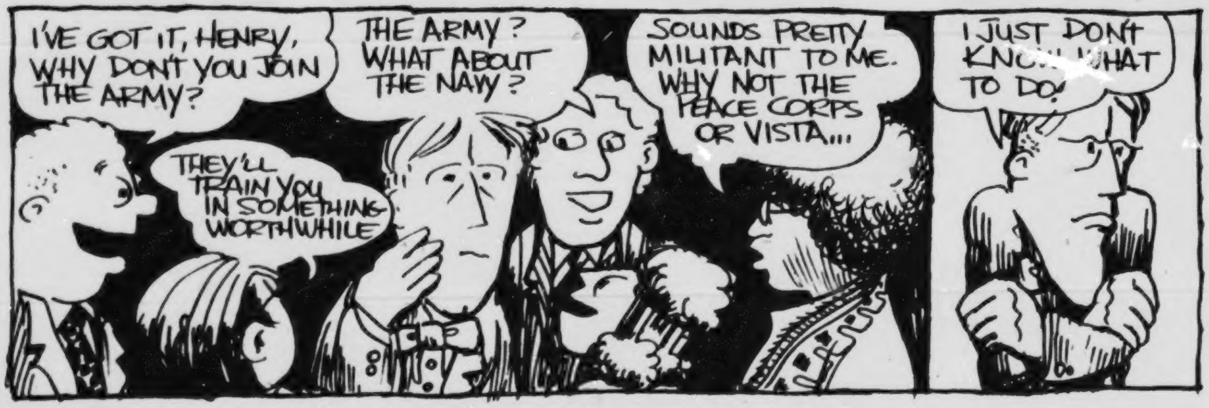
(Circle one)

I did not want or need help from the school in finding a job . . . . . . . . . . . 1
I received no help from the school in finding a job . . . . . . . . . . . . . . . . . . 2
The school provided information on openings in my field . . . . . . . . . . . . . 3
The school helped put me in touch with possible employers . . . . . . . . . . . 4
The school made all the arrangements necessary for me to get a job . . . . . 5
Other (specify: ______________________________) . . . . . 6

75. Do you think you will need additional training or education to advance as you would like in your job or career?

(Circle one)

Yes . . . . . . . . . . . 1 **GO TO Q. 76**
No . . . . . . . . . . . . 2 } **GO TO Q. 77**
Don't know . . . . . 3 }


I'VE GOT IT, HENRY, WHY DON'T YOU JOIN THE ARMY?
THEY'LL TRAIN YOU IN SOMETHING WORTHWHILE
THE ARMY? WHAT ABOUT THE NAVY?
SOUNDS PRETTY MILITANT TO ME. WHY NOT THE PEACE CORPS OR VISTA...
I JUST DON'T KNOW WHAT TO DO!

76. What obstacles do you think may stand in your way of getting this additional training? (If you see no obstacles to getting more training, check here ☐ and go on to Q. 77.)

(Circle one number on each line)

| | | OBSTACLE | NOT AN OBSTACLE |
|---|---|---|---|
| a. | I can't afford it | 1 | 2 |
| b. | I had poor grades in high school or poor scores on admission tests | 1 | 2 |
| c. | There is no school within commuting distance from my home | 1 | 2 |
| d. | I don't have the time to do it | 1 | 2 |
| e. | I can't get released from my job to do it | 1 | 2 |
| f. | My employer won't guarantee me a job when training is completed | 1 | 2 |
| g. | I did not have the kind of school program that is required for qualifying for more training | 1 | 2 |
| h. | Other (please describe:________________) | 1 | 2 |

77. Considering just the period from SEPTEMBER 1973 TO JUNE 1974, what is your estimate of how much it will have cost you to live and go to school? (If you were not in training or school during this time, check here ☐ and go to Q. 91.)

| | (Please estimate the amount for each item) |
|---|---|
| Tuition and fees | $________ |
| Books and supplies | $________ |
| Transportation to and from class from where I live while attending school | $________ |
| Housing and meals | $________ |
| All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc. | $________ |
| HOW MUCH MONEY IS THIS IN TOTAL? | $________ |

78 How many months will you have been in school between SEPTEMBER 1973 AND JUNE 1974?

_____ (months)

79. Considering just the period from SEPTEMBER 1973 TO JUNE 1974, did you receive (or are you receiving) any kind of scholarship, fellowship or grant to go to school?

| | | |
|---|---|---|
| No | 1 | GO TO Q. 82 |
| Yes | 2 | GO TO Q. 80 |

80. Check below which kind(s) of scholarship or fellowship you received.

| | | (✓) |
|---|---|---|
| a) | Basic Educational Opportunity Grant | ____ |
| b) | Supplementary Educational Opportunity Grant | ____ |
| c) | College scholarship or grant from college funds | ____ |
| d) | ROTC scholarship or stipend | ____ |
| e) | Nursing Scholarship Program | ____ |
| f) | Health Professions Scholarship Program | ____ |
| g) | State Scholarship | ____ |
| h) | Other Scholarship (write in:________________) | ____ |

81. How much was (is) the total dollar value of the grant(s) or scholarship(s) you received? $________

82. Considering just the period **FROM SEPTEMBER 1973 TO JUNE 1974**, did you meet (or are you meeting) your living or school expenses by taking out a loan (or by someone else taking out a loan on your behalf)?

No . . . . . 1 **GO TO Q. 85**
Yes . . . . . 2 **GO TO Q. 83**

83. Check below which kind(s) of loan obtained. (✓)

a) Federal Guaranteed Student Loan . . . . . . . . ____
b) State Loan . . . . . . . . . . . . . . . . . . . . . . . . . ____
c) Regular bank loan . . . . . . . . . . . . . . . . . . ____
d) National Defense (Direct) Student Loan . . ____
e) Health Professions Student Loan . . . . . . . ____
f) Nursing Student Loan . . . . . . . . . . . . . . . ____
g) School or college loan . . . . . . . . . . . . . . ____
h) Other loan (write in: ______________________________) ____

84. How much was (is) the total dollar value of the loan(s) you received? $ ______________

85. Considering just the period **FROM SEPTEMBER 1973 TO JUNE 1974**, did you receive (or are you receiving) financial assistance from any other special government programs for your living and school expenses?

No . . . . . 1 **GO TO Q. 88**
Yes . . . . . 2 **GO TO Q. 86**

86. Check below from which program you received help. (✓)

a) Law Enforcement Educational Program . . . . . . . . . . . . . . . . . . . . . . . . . . . . ____
b) Veterans Administration, War Orphans, or Survivors Benefits Programs . . . . . . ____
c) Veterans Administration direct benefits (GI Bill compensation or pension) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ____
d) Vocational Rehabilitation Program benefits . . . . . . . . . . . . . . . . . . . . . . . . . ____
e) Social Security Benefits (for students 18-22 who are children of retired, disabled, or deceased parents) . . . . . . . . . . . . . . . . . . . . . . . . . . . . ____
f) Other (write in: ______________________________________) . . . ____

87. How much was (is) the total dollar value of the financial assistance you received? $ ______________

88. Considering just the period **FROM SEPTEMBER. 1973 TO JUNE 1974**, did you receive (or are you receiving) financial assistance from any family members or friends for your living and school expenses?

No . . . . . 1 **GO TO Q. 91**
Yes . . . . . 2 **GO TO Q. 89**

89. Check the sources below from which you received this financial assistance. (✓)

a) Parents . . . . . . . . . . . . . . . . . ____
b) Husband or wife . . . . . . . . . . ____
c) Other family or friends . . . . . ____

90. How much was (is) the total dollar value of the financial assistance you received from family or friends?

$ ______________

HAVE YOU HAD A JOB THIS YEAR?

**In this section, we would like to find out about the jobs you may have held in the past 12 months, from LAST APRIL 1973 TO THIS APRIL 1974. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, and so on.**

91. Did you hold a job of any kind during the **FIRST WEEK OF APRIL 1974?**

No ..... 1 **GO TO Q. 104**
Yes ..... 2 **GO TO Q. 92**

92. Please describe below the job held during the **FIRST WEEK OF APRIL 1974** (if you held more than one job at that time, describe the one at which you worked the most hours).

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in: ______________________________)

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in: ______________________________)

c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress, secretary, etc.) (Write in: ______________________)

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.) (Write in: ______________________)

e. Were you: **(Circle one)**

An employee of a PRIVATE company, bank, business, or individual working for wages, salary, or commissions? .......... 1
A GOVERNMENT employee (Federal, State, county, or local) .......... 2
Self-employed in your OWN business, professional practice, or farm? .......... 3
Working WITHOUT PAY in family business or farm? .......... 4

f. When did you start working at this job? __________ (month) __________ (year)

g. Are you currently working at this job? Yes ..... 1
No ..... 2 (Date left: __________ (month) __________ (year))

93. How many hours did you usually work at this job in an average week? _____ Hours per week

94. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

$ ______________ per week
(Earnings before deductions)

95. How satisfied were you with the following aspects of this job? **(Circle one number on each line)**

| | | VERY SATISFIED | SATISFIED | DIS-SATISFIED | VERY DIS-SATISFIED |
|---|---|---|---|---|---|
| a. | Pay and fringe benefits | 1 | 2 | 3 | 4 |
| b. | Importance and challenge | 1 | 2 | 3 | 4 |
| c. | Working conditions | 1 | 2 | 3 | 4 |
| d. | Opportunity for promotion and advancement with this employer | 1 | 2 | 3 | 4 |
| e. | Opportunity for promotion and advancement in this line of work | 1 | 2 | 3 | 4 |
| f. | Opportunity to use past training and education | 1 | 2 | 3 | 4 |
| g. | Security and permanence | 1 | 2 | 3 | 4 |
| h. | Supervisor(s) | 1 | 2 | 3 | 4 |
| i. | Opportunity for developing new skills | 1 | 2 | 3 | 4 |
| j. | Job as a whole | 1 | 2 | 3 | 4 |

96. Did you receive [illegible]

No . . . . . 1 **GO TO Q. 100**
Yes . . . . . 2 **GO TO Q. 97**

97. Where did you rece[illegible]

(Circle one number on each line)

| | WHERE I TRAINED | NOT WHERE I TRAINED |
|---|---|---|
| High school | 1 | 2 |
| Vocational, trade, business or other career training school | 1 | 2 |
| Junior or community college | 1 | 2 |
| Four-year college or university | 1 | 2 |
| Military service | 1 | 2 |
| On-the-job | 1 | 2 |
| Other (please describe: ________________) | 1 | 2 |

98. Were you hired for the job you held in the FIRST WEEK OF APRIL 1974, because your employer knew you had been trained in a school or college to do this kind of work?

Yes . . . . . . . . . . . 1
No . . . . . . . . . . . 2
Don't Know . . . . 3

99. Did the school at which you received training for this job refer you to this job?

Yes . . . . . 1
No . . . . . 2

100. Do you expect to be working in APRIL 1975?

No . . . . . 1 **GO TO Q. 103**
Yes . . . . . 2 **GO TO Q. 101**

101. Do you plan to work for the SAME EMPLOYER?

Yes . . . . . 1
No . . . . . 2

102. Do you plan to work at the SAME KIND OF WORK?

Yes . . . . . 1
No . . . . . 2

103. Were you working at any other job during the FIRST WEEK OF APRIL 1974, at the SAME TIME as the job you described above?

Yes . . . . . 1
No . . . . . 2

LOOK MAN, YOU'VE GOT TO GET BACK TO NATURE LIKE GLADYS AND ME.
YOU DONT WANT TO BE STUCK IN THE CITY FOREVER, DO YOU?
BUT I LIKE CITIES.
WHERE ARE YOU GOING?
YOU'RE NOT GOING HOME ARE YOU?
NO, JUST OUT FOR SOME FRESH AIR.

WHO WAS THAT?
HENRY. HE'S UPSET ABOUT HIS LIFE

104. What were the reasons you did NOT have a job, during the **FIRST WEEK OF APRIL 1974?** (If you DID hold a job during the **FIRST WEEK OF APRIL 1974**, check here ☐ and go on to **QUESTION 108.**)

(Circle one number on each line)

| | | MY REASONS | NOT MY REASONS |
|---|---|---|---|
| a. | I did not want to work | 1 | 2 |
| b. | I was on temporary layoff from work or waiting to report to work | 1 | 2 |
| c. | I was a full-time homemaker | 1 | 2 |
| d. | I was going to school | 1 | 2 |
| e. | There were not enough job openings available | 1 | 2 |
| f. | There were union restrictions | 1 | 2 |
| g. | A job would have required moving | 1 | 2 |
| h. | There were jobs but none where I could use my training | 1 | 2 |
| i. | There were jobs but they required work experience I did not have | 1 | 2 |
| j. | The jobs available offered little opportunity for career development | 1 | 2 |
| k. | I had health problems or a physical handicap | 1 | 2 |
| l. | I could not arrange child care | 1 | 2 |
| m. | I had other family responsibilities (including pregnancy) | 1 | 2 |
| n. | I was waiting to enter or in the Armed Forces | 1 | 2 |
| o. | I was not educationally qualified for the types of work available | 1 | 2 |

105. Were you looking for work during **MARCH 1974?**

| | | |
|---|---|---|
| No | 1 | **GO TO Q. 107** |
| Yes | 2 | **GO TO Q. 106** |

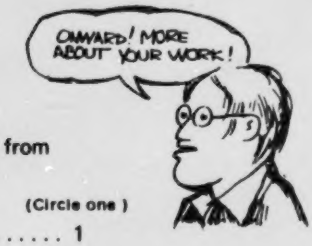
106. How long had you been looking for work as of the **FIRST WEEK OF APRIL 1974?**

(Please check one line)

| | (✓) |
|---|---|
| Less than 2 weeks | ____ |
| 2-4 weeks | ____ |
| 5-9 weeks | ____ |
| 10-14 weeks | ____ |
| 15-26 weeks | ____ |
| 27 weeks or more | ____ |

107. Would you be willing to move to another city or community to get a job?

| | |
|---|---|
| Yes | 1 |
| No | 2 |


ONWARD! MORE ABOUT YOUR WORK!

108. Which statement below best describes your employment situation during the last 12 months, from **APRIL 1973 TO APRIL 1974**?

(Circle one)

Not employed at any job during the twelve month period **APRIL 1973 TO APRIL 1974** . . . . . . . . 1

Employed during first week of **APRIL 1974** (which I described in Q. 92 above) and this was the only job I held . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2

Employed during first week of **APRIL 1974** (which I described in Q. 92 above) and also employed at other job earlier during the 12-month period beginning in **APRIL 1973** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3

Not employed during first week of **APRIL 1974**, but employed earlier during the 12-month period beginning in **APRIL 1973** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4

109. During the entire 52-week period from **APRIL 1973 TO APRIL 1974**, about how many different weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)

______ Number of weeks

110. During the same 52-week period from **APRIL 1973 TO APRIL 1974**, about how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?

______ Number of weeks

111. During the same 52-week period from **APRIL 1973 TO APRIL 1974**, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)

______ Number of employers

112. Since **APRIL 1973**, what methods did you use at any time in looking for work and were they useful?

(Circle one number on each line)

| | | NEVER LOOKED OR USED | USED BUT DID NOT OBTAIN JOB | USED AND OBTAINED JOB |
|---|---|---|---|---|
| a. | School or college placement service | 1 | 2 | 3 |
| b. | Professional periodicals or organizations | 1 | 2 | 3 |
| c. | Civil Service applications | 1 | 2 | 3 |
| d. | Public employment service | 1 | 2 | 3 |
| e. | Private employment agency | 1 | 2 | 3 |
| f. | Community action or welfare groups | 1 | 2 | 3 |
| g. | Newspaper, TV or radio ads | 1 | 2 | 3 |
| h. | Direct application to employers | 1 | 2 | 3 |
| i. | Registration with a union | 1 | 2 | 3 |
| j. | Friends or relatives | 1 | 2 | 3 |
| k. | Attendance at job fairs | 1 | 2 | 3 |
| l. | Other (specify: ____________________) | 1 | 2 | 3 |

WHAT ELSE DO YOU DO, CHUM?

113. To what extent have you voluntarily participated in the following groups during the year **APRIL 1973 THROUGH APRIL 1974?** (By voluntarily, we mean you are not an employee of the group; by member, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events; by active, we mean that you frequently attend the meetings or events.)

(Circle one number on each line)

| | | NOT AT ALL | MEMBER ONLY | ACTIVE PARTICIPANT |
|---|---|---|---|---|
| a. | Service organizations–such as Rotary, Chamber of Commerce, Veterans, etc. | 1 | 2 | 3 |
| b. | Youth organizations–such as Little League coach, scouting, etc. | 1 | 2 | 3 |
| c. | Union, farm, trade or professional association | 1 | 2 | 3 |
| d. | Political clubs or organizations | 1 | 2 | 3 |
| e. | Educational organizations–such as PTA | 1 | 2 | 3 |
| f. | A student government, newspaper, journal or annual staff | 1 | 2 | 3 |
| g. | Church or church-related activities (not counting worship services) | 1 | 2 | 3 |
| h. | Community centers, neighborhood improvement or social action associations or groups | 1 | 2 | 3 |
| i. | Organized volunteer work–such as in a hospital | 1 | 2 | 3 |
| j. | Consumer protection information associations | 1 | 2 | 3 |
| k. | A social, hobby, garden, or card playing group | 1 | 2 | 3 |
| l. | Sport teams or sport clubs | 1 | 2 | 3 |
| m. | A literary, art, discussion, music or study group | 1 | 2 | 3 |
| n. | A student scholarship society or debating club | 1 | 2 | 3 |
| o. | Another voluntary group in which I participate | 1 | 2 | 3 |

114. Do you have a hobby you enjoy by yourself (painting, stamp collecting, fishing, etc.)?
Yes ..... 1
No ..... 2

115. Do you have a hobby you enjoy with a group (tennis, chess, singing in choir, etc.)?
Yes ..... 1
No ..... 2

AWRIGHT CHUM, SIT DOWN–TELL ME WHAT'S HAPPENING.
NOTHING... I MEAN I DON'T KNOW... EVERYTHING IS SO CONFUSED I JUST DON'T KNOW WHAT TO DO WITH MYSELF...
THE WORLD IS SO MESSED UP--EVERYWHERE I LOOK--CHAOS. HOW CAN I BE EXPECTED TO FIT INTO SUCH A WORLD.. DO YOU EVER READ THE NEWSPAPER?
THAT'S A MIGHTY BIG LOAD FOR ONEKID. REMEMBER WE'RE ALL IN THIS THING TOGETHER. BESIDES THERE LOTS OF BERRIES IN THOSE BRIARS.

116. How do you feel about each of the following statements?

(Circle one number on each line )

| | | AGREE STRONGLY | AGREE | DISAGREE | DISAGREE STRONGLY | NO OPINION |
|---|---|---|---|---|---|---|
| a. | I take a positive attitude toward myself | 1 | 2 | 3 | 4 | 5 |
| b. | Good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 5 |
| c. | I feel I am a person of worth, on an equal plane with others | 1 | 2 | 3 | 4 | 5 |
| d. | I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 5 |
| e. | Every time I try to get ahead, something or somebody stops me. | 1 | 2 | 3 | 4 | 5 |
| f. | Planning only makes a person unhappy since plans hardly ever work out anyway | 1 | 2 | 3 | 4 | 5 |
| g. | People who accept their condition in life are happier than those who try to change things | 1 | 2 | 3 | 4 | 5 |
| h. | On the whole, I'm satisfied with myself | 1 | 2 | 3 | 4 | 5 |

117. What ways do you assure yourself of a good buy for your money? (Circle one number on each line )

| | | NEVER | SOMETIMES | REGULARLY |
|---|---|---|---|---|
| a. | I compare prices and label information of similar products or services | 1 | 2 | 3 |
| b. | I return merchandise that is unsatisfactory to the store where I bought it | 1 | 2 | 3 |
| c. | I rely on brands or companies I know well even if they cost more | 1 | 2 | 3 |
| d. | I buy brands my parents have used and been satisfied with | 1 | 2 | 3 |
| e. | I follow leads in articles from *Consumer Reports, Changing Times* or other such magazines | 1 | 2 | 3 |
| f. | I have taken a business to the Small Claims Court when I've been gypped | 1 | 2 | 3 |
| g. | I participate in consumer protection organization activities | 1 | 2 | 3 |
| h. | I have reported unfair sales or advertising to the Consumer Protection Agency | 1 | 2 | 3 |
| i. | I check a company's reputation with the Better Business Bureau before agreeing to an expensive service or repair | 1 | 2 | 3 |
| j. | I rely on my friends' advice for consumer information | 1 | 2 | 3 |
| k. | I buy what seems good from the advertisements | 1 | 2 | 3 |
| l. | I write to the manufacturer about the quality of their product if I'm unsatisfied | 1 | 2 | 3 |
| m. | I get in touch with my local newspaper or radio station when I have complaints or questions | 1 | 2 | 3 |
| n. | Other (specify:______________________________) | 1 | 2 | 3 |

118. People often use the term "quality of life" to mean different things. How close do the following statements agree with what "quality of life" means to YOU?

(Circle one number on each line )

| | VERY CLOSE | CLOSE | NOT CLOSE |
|---|---|---|---|
| a. Having enough money to live comfortably—enough to eat, enough to dress warmly or coolly as needed, and to be adequately sheltered | 1 | 2 | 3 |
| b. Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep | 1 | 2 | 3 |
| c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources | 1 | 2 | 3 |
| d. Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities | 1 | 2 | 3 |
| e. Feeling free—not tied down by many personal or work responsibilities | 1 | 2 | 3 |
| f. Feeling personally safe from violence, discriminatory behaviors or fraud | 1 | 2 | 3 |
| g. Having a chance to do the kind of work a person really wants to do in life | 1 | 2 | 3 |
| h. Having sustained personal relationships—loving and being loved | 1 | 2 | 3 |
| i. Living a life of honesty and moral integrity—doing what I think is right to do | 1 | 2 | 3 |
| j. Having the opportunity to read, think and discuss important questions about life, values, etc. | 1 | 2 | 3 |
| k. Having the chance to get a good education | 1 | 2 | 3 |
| l. Other (specify: ______________________) | 1 | 2 | 3 |

119. Do you have a big "If" in your life that you feel prevents you from being happy? That is, "My life today would be happy if I could just change":

(Choose only one)

| | |
|---|---|
| My financial situation | 1 |
| My health or physical condition | 2 |
| My friendships | 3 |
| My family life | 4 |
| The organizations I belong to | 5 |
| My religion | 6 |
| My non-working activities (hobbies, etc.) | 7 |
| My work | 8 |
| Our national government | 9 |
| The city or neighborhood where I live | 10 |
| My house or apartment | 11 |
| The level of my education or training | 12 |
| Other (Write in: ______________) | 13 |
| I AM PRETTY HAPPY THE WAY THINGS ARE SO THIS DOESN'T APPLY TO ME | 14 |

YOU'RE OK PAL.
HMM
THERE ARE A COUPLE OF THINGS I COULD TRY.
WELL, I THINK I'LL REJOIN THE PARTY!
LISTEN, HOW ABOUT SOME OF YOU GUYS BRINGING HENRY BACK
I'VE GOT AN IDEA.

120. The following questions ask about your political participation.

(Circle one number on each line)

| | YES | NO |
|---|---|---|
| a. When you talk with your friends, do you ever talk about public problems—that is, what's happening in the country or in this community? | 1 | 2 |
| b. Do you ever talk about public problems with any of the following people? | | |
| Your family? | 1 | 2 |
| People where you work? | 1 | 2 |
| Community leaders such as club or church leaders? | 1 | 2 |
| c. Do you ever talk about public problems with elected government officials or people in politics, such as, Democratic or Republican leaders? | 1 | 2 |
| d. Have you ever talked to people to try to get them to vote for or against any candidate? | 1 | 2 |
| e. What about you—are you registered to vote? | 1 | 2 |
| f. Did you vote in local, state or federal elections in November, 1972 (the last presidential election: Nixon versus McGovern)? | 1 | 2 |
| g. Have you ever given any money or bought tickets to help someone who was trying to win an election? | 1 | 2 |
| h. Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? | 1 | 2 |
| i. Have you ever done any work to help a candidate in his campaign? | 1 | 2 |
| j. Have you ever held an office in a political party or been elected to a government job? | 1 | 2 |

121. Do you think the following activities are worthwhile?

(Circle one number on each line)

| | YES | NO |
|---|---|---|
| a. Writing or talking to your representatives in the government | 1 | 2 |
| b. Voting in local elections | 1 | 2 |
| c. Voting when you are pretty sure your party won't win | 1 | 2 |
| d. Attending city council or county commission meetings | 1 | 2 |
| e. Voting when you are not sure about the issues | 1 | 2 |
| f. Signing petitions to change the way things are in your locality, state or the whole nation | 1 | 2 |
| g. Working to register new voters | 1 | 2 |
| h. Becoming an active member of a political party | 1 | 2 |
| i. Voting when you don't really care which way an election turns out | 1 | 2 |

WHAT ABOUT YOUR PLANS?

122. What do you expect to be doing in **APRIL 1975?**

(Circle one number on each line)

| | | EXPECT TO BE DOING | DO NOT EXPECT TO BE DOING |
|---|---|---|---|
| a. | Working for pay at a full-time or part-time job | 1 | 2 |
| b. | Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 1 | 2 |
| c. | Taking academic courses at a two-or four-year college | 1 | 2 |
| d. | On active duty in the Armed Forces (or service academy) | 1 | 2 |
| e. | Homemaker | 1 | 2 |
| f. | Other (please describe:________________) | 1 | 2 |

123. What kind of work will you be doing when you are 30 years old? (Circle the *one* that comes closest to what you expect to be doing.)

| | |
|---|---|
| a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 1 |
| b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 2 |
| c. FARMER, FARM MANAGER | 3 |
| d. HOMEMAKER OR HOUSEWIFE ONLY | 4 |
| e. LABORER such as construction worker, car washer, sanitary worker, farm laborer | 5 |
| f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 6 |
| g. MILITARY such as career officer, enlisted man or woman in the Armed Forces | 7 |
| h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant | 8 |
| i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but *not* including public school teacher | 9 |
| j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher | 10 |
| k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 11 |
| l. PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman | 12 |
| m. SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker | 13 |
| n. SCHOOL TEACHER such as elementary or secondary | 14 |
| o. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter | 15 |
| p. TECHNICAL such as draftsman, medical or dental technician, computer programmer | 16 |
| q. NOT WORKING | 17 |

124. How important is each of the following to you in your life? **(Circle one number on each line)**

| | NOT IMPORTANT | SOMEWHAT IMPORTANT | VERY IMPORTANT |
|---|---|---|---|
| a. Being successful in my line of work | 1 | 2 | 3 |
| b. Finding the right person to marry and having a happy family life | 1 | 2 | 3 |
| c. Having lots of money | 1 | 2 | 3 |
| d. Having strong friendships | 1 | 2 | 3 |
| e. Being able to find steady work | 1 | 2 | 3 |
| f. Being a leader in my community | 1 | 2 | 3 |
| g. Being able to give my children better opportunities than I've had | 1 | 2 | 3 |
| h. Living close to parents and relatives | 1 | 2 | 3 |
| i. Getting away from this area of the country | 1 | 2 | 3 |
| j. Working to correct social and economic inequalities | 1 | 2 | 3 |
| k. Having leisure time to enjoy my own interests | 1 | 2 | 3 |
| l. Having a good education | 1 | 2 | 3 |

HENREEEE
I THINK I SEE HIM WALKING THIS WAY-- OVER THERE
FOR HE'S A JOLLY GOOD FELLOW
ME?
THAT NOBODY CAN DENY
THE END.
MATHERS CHAPEL HILL '74

1. Please print YOUR name and YOUR address and telephone number where you are likely to be a year from now.

Name ____________________

Street address ____________________

City ____________________ State ____________________ Zip Code ____________

Telephone: Area code ________ Number ____________________

2. Please print YOUR PARENTS' name, address and telephone number.

Name ____________________

Address ____________________

City ____________________ State ____________________ Zip Code ____________

Telephone: Area code ________ Number ____________________

3. Please print below the names and addresses of TWO OTHER PEOPLE who will know where to get in touch with you about a year from now. (List no more than one person who lives with you now.)

Name ____________________

Address ____________________

City ____________________ State ____________________ Zip Code ____________

Telephone: Area code ________ Number ____________________

Name ____________________

Address ____________________

City ____________________ State ____________________ Zip Code ____________

Telephone: Area code ________ Number ____________________

Finally, when did you complete this questionnaire? ________ (month) ________ (day) ________ (year)

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY.

**THANK YOU very much for taking your time to answer these questions for us. May we ask two more favors? (1) If you have any comments about the questions—too many, not clear, and so on—would you jot them down on this page or in the margins? (2) Also, we would like you to answer the questions in the next section. They are optional because you have answered so many questions, but we would be delighted if you would answer them. Thanks again for your help.**

____________________

____________________

____________________

____________________

O.K. KIDS THE NEXT THING WE GET INTO IS THE APPENDIX.

These optional questions are not too painful; we hope you'll try them.

The following items give you a chance to rate yourself on the degree to which you possess one of each pair of traits on the following pages. For ratings on this scale, 1-4 refers to the trait on the far left side while 5-8 refers to the trait on the far right side. Let's take an example to show what you are saying when you circle a number from 1-8.

**Cheerful** ① 2 3 4 5 6 7 8 **Sad**

CIRCLE the ONE NUMBER that comes closest to saying how you would rate yourself.

1 ... cheerful just about all the time.
2 ... cheerful most of the time.
3 ... often cheerful.
4 ... more often cheerful than sad.
5 ... more often sad than cheerful.
6 ... often sad.
7 ... sad most of the time.
8 ... sad just about all the time.

**(Circle one number on each line.)**

| | | | |
|---|---|---|---|
| 1. | **Cautious**<br>I do not like to take risks and I avoid strange and new situations, preferring to know everything about a situation before acting. | 1 2 3 4 5 6 7 8 | **Adventurous**<br>I seek out new and strange experiences. I like to take the initiative and enjoy risks and uncertainty. |
| 2. | **Imaginative**<br>I have a lot of imagination; I like to think of unusual aspects of problems, and imagine more possibilities than other people do. | 1 2 3 4 5 6 7 8 | **Matter-of-Fact**<br>I am matter-of-fact, like to solve problems in a conventional, obvious way; I am not interested in the complexities of a problem that are not immediately important to solve. |
| 3. | **Ordered**<br>My behavior is scheduled, planned, regulated; I know what I am going to do for the next few days or weeks and am usually prepared. | 1 2 3 4 5 6 7 8 | **Unplanned**<br>My behavior is unplanned, not organized; I do not like to schedule or make plans, and am usually unprepared for the next few days or weeks. |
| 4. | **Aggressive**<br>I am critical of others; I am quick to rebel; I am assertive. | 1 2 3 4 5 6 7 8 | **Gentle**<br>I am uncritical of others; I am peaceable and mild. |
| 5. | **Inactive**<br>I lack drive, energy, vitality; I tend to be passive, and am without strong interests. | 1 2 3 4 5 6 7 8 | **Energetic**<br>I have unlimited energy, high drive, vitality; I need to be constantly active and interested in many activities. |
| 6. | **Low Self-Concern**<br>I can be objective and detached about my mistakes with humor or laugh at myself. | 1 2 3 4 5 6 7 8 | **High Self-Concern**<br>I am very serious about myself, find it hard to laugh or joke about myself and my mistakes. |
| 7. | **Understanding of Others**<br>I am sympathetic about the feelings and problems of other persons; people come to me for advice when in trouble. | 1 2 3 4 5 6 7 8 | **Not Understanding of Others**<br>I am unaware of and uninterested in the feelings and problems of others; other persons do not come to me for advice. |
| 8. | **Do Not Think Far Ahead**<br>I act impulsively without thinking of the consequences and frequently I am caught short because I have not foreseen the outcomes. | 1 2 3 4 5 6 7 8 | **Think Ahead**<br>I consider future possibilities and outcomes of my decisions before acting. |

**(Circle one number on each line.)**

| | | | |
|---|---|---|---|
| 9. | **Strong Convictions**<br>I have strong beliefs (religious, ethical, political, social). | 1 2 3 4 5 6 7 8 | **Weak Convictions**<br>I have few, if any, beliefs that strongly influence my life. Life seems "empty." |
| 10. | **Purposeful**<br>My life is planned and I work hard in a limited number of activities. | 1 2 3 4 5 6 7 8 | **Purposeless**<br>I do not know what I want; my life has no direction. |
| 11. | **Unpredictable**<br>I often surprise people by what I say or do, my moods and behavior are changing and unpredictable. | 1 2 3 4 5 6 7 8 | **Predictable**<br>My moods and behavior are very much the same from day to day. |
| 12. | **Hard to Convince**<br>I am hard to convince about things; I frequently believe other people are unfair or dislike me and I tend to distrust their motives. | 1 2 3 4 5 6 7 8 | **Trustful**<br>I generally accept actions and comments of others without distrusting their motives toward me. I do not believe most other people want to take advantage of me. |
| 13. | **Reflective**<br>I enjoy thinking about my experiences, the motives of others, or social problems. I try to understand why the facts are what they are. | 1 2 3 4 5 6 7 8 | **Unreflective**<br>I prefer not to question why but to live life as it occurs; I accept facts for what they are. |
| 14. | **Accept Myself**<br>I recognize and accept my mistakes as well as my good qualities; I can live with myself. | 1 2 3 4 5 6 7 8 | **Do Not Accept Myself**<br>I am critical of myself and do not accept some of my traits; I am uncomfortable and would like to be a different kind of person. |
| 15. | **Open Person**<br>I am frank, direct, forthright. I do not try to protect myself when with others and ea[illegible] express my feelings. | 1 2 3 4 5 6 7 8 | **Private Person**<br>I keep thoughts and feelings to myself and do not like to talk about them with anyone else; I will try to evade questions of other people. |
| 16. | **Self-Concerned**<br>[illegible] a lot about myself, think more about myself and what I want than about other people. I frequently am unaware of the rights and needs of other people. | 1 2 3 4 5 6 7 8 | **Outward-Concerned**<br>I think of others and what they want; try to consider others' points of view; can compromise or adjust to demands of others. |
| 17. | **Decisive**<br>I make decisions with firmness. I enjoy making decisions and fulfilling them. | 1 2 3 4 5 6 7 8 | **Indecisive**<br>I do not like to make decisions. I must know all possibilities before acting and hesitate a long time before making a decision. |
| 18. | **Strongly Controlled**<br>I can postpone satisfaction for a long time. I am restrained and formal in my relations with others and am uncomfortable with strong impulses. | 1 2 3 4 5 6 7 8 | **Little Controlled**<br>I am an impulsive, earthy person who expresses his needs without inhibition. I cannot take much frustration; I have to have what I want immediately. |
| 19. | **Enthusiastic**<br>I am interested and excited about new events; get involved in activities easily and have strong interests. | 1 2 3 4 5 6 7 8 | **Unexcitable**<br>I do not get deeply involved or excited; I am mild; not much excites me. |

**(Circle one number on each line.)**

| | | | |
|---|---|---|---|
| 20. | **High Goals**<br>I set high goals for myself and am dissatisfied when I do not accomplish all of them. When I finish one thing, I begin another right away. | 1 2 3 4 5 6 7 8 | **Unambitious**<br>I am unambitious and am easily satisfied with what I can accomplish. |
| 21. | **Dependent**<br>I need the advice and help of others; I cannot deny the requests of other people whose love and respect I want. | 1 2 3 4 5 6 7 8 | **Independent**<br>I do not like to depend on others; I seldom ask for advice and prefer to rely on my own efforts even in face of considerable trouble. |
| 22. | **Easily Excited in Crisis**<br>I become confused, excited, or embarrassed in new situations or emergencies; I may blush or become tense and anxious. | 1 2 3 4 5 6 7 8 | **Steady in Crisis**<br>I do not lose self control in emotional or emergency situations; I am slow to anger. |
| 23. | **Realistic**<br>I have good judgment and common sense; I make practical and appropriate comments and decisions. | 1 2 3 4 5 6 7 8 | **Impractical**<br>I make impractical, inappropriate suggestions that don't consider all aspects of a problem. |
| 24. | **Inflexible**<br>I maintain my own ideas against all opposition; do not change or adapt to new ways of doing things. | 1 2 3 4 5 6 7 8 | **Flexible**<br>I adapt my behavior to new situations; I can compromise and am not surprised, baffled, or irritated if things are different from what I expected. |
| 25. | **Vague Thinking**<br>My thinking is vague, illogical, indefinite. | 1 2 3 4 5 6 7 8 | **Clear Thinking**<br>My thinking is clear, precise and logical. |
| 26. | **Calm**<br>I am generally calm, relaxed, tranquil and at ease. | 1 2 3 4 5 6 7 8 | **Tense**<br>I am generally worried, tense, nervous, and anxious. |
| 27. | **Personally Warm**<br>I tend to be sincere, friendly, emotionally responsive, sympathetic to others, affectionate, and enjoy other people. | 1 2 3 4 5 6 7 8 | **Personally Cool**<br>I tend to be distant, aloof, austere, and undemonstrative with others; I do not like to express affection or feelings and am more comfortable in impersonal situations. |
| 28. | **Work at my Best**<br>I am working up to my native ability; I am relatively satisfied that I am accomplishing what I am able to do and not feel blocked by inhibitions. | 1 2 3 4 5 6 7 8 | **Not Working at my Best**<br>I could accomplish more than what I do; others say I have talents that I do not use or am not developing; I feel blocked and unable to use all my talents. |
| 29. | **Hard-Headed**<br>I prefer to base judgments on facts rather than on my own feelings and wishes; I tend to be rational, critical and tough-minded. | 1 2 3 4 5 6 7 8 | **Soft-Hearted**<br>I prefer to base judgments on my feelings and intuition; my judgments are more emotional than logical. |
| 30. | **Easy Going**<br>I do not demand much of myself or of others; I seem to have time to do whatever I want to do at the moment; I am leisurely. | 1 2 3 4 5 6 7 8 | **Demanding**<br>I demand a lot of myself and of others, driving and pushing myself. I am a very determined person. |

Attachment C

National Center for Educational Statistics
U.S. Office of Education
Department of Health, Education, and Welfare
Washington, D. C. 20202

## DIRECTIONS

This questionnaire is divided into the following seven sections:

- A. General Information
- B. Education and Training
- C. Work Experience
- D. Family Status
- E. Military Service
- F. Activities and Opinions
- G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may even be able to skip entire sections almost completely. We have designed the questionnaire with special instructions in red beside responses which allow you to skip. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)

Sometimes you are asked to fill in a blank--in these cases, simply write your response. Where you are asked to circle a number, make a heavy circle. Here is an example:

- Why did you leave high school?

(Circle one number on each line.)

| | My Reasons | Not My Reasons |
|---|---|---|
| Graduated | [✓ 1] | 2 |
| Entered college | 1 | [✓ 2] |
| Went to work | [✓ 1] | 2 |

When you complete this questionnaire, please return it to us at:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

A post-paid and pre-addressed envelope is enclosed for your convenience.

# Section A: General Information

**FACTS ABOUT YOU IN OCTOBER 1974**

1. What were you doing the first week of October 1974? (Circle as many as apply.)

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Taking academic courses at a two- or four-year college | 2 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 3 |
| On active duty in the Armed Forces (or service academy) | 4 |
| Homemaker | 5 |
| Temporary lay-off from work, looking for work, or waiting to report to work | 6 |
| Other (please describe: ______________________________) | 7 |

2. **With whom did you live, as of the first week of** October 1974?

**(Circle one.)**

| | |
|---|---|
| By myself | 1 |
| With my parents | 2 |
| With my husband or wife | 3 |
| With parents and husband or wife | 4 |
| With other relatives | 5 |
| With person(s) not related to me | 6 |

3. **How would you describe your living quarters, as of the first week of** October 1974?

**(Circle one.)**

| | |
|---|---|
| Private house, apartment or mobile home | 1 |
| Dormitory or apartment operated by a school or college | 2 |
| Fraternity or sorority house | 3 |
| Rooming or boarding house | 4 |
| Military service barracks, on board ship, etc | 5 |
| Other (please describe: ________________________) | 6 |

4. Which of the following best describes the location of the place where you lived in the first week of October 1974?

(Circle one.)

In a rural or farming community ..............................1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place ..............................2
In a medium-sized city (50,000-100,000 people) ................3
In a suburb of a medium-sized city ............................4
In a large city (100,000-500,000 people) ......................5
In a suburb of a large city ...................................6
In a very large city (over 500,000 people) ....................7
In a suburb of a very large city ..............................8
A military base or station....................9

5. Is this the SAME city or community where you lived a year ago in October 1973?

Yes......1 GO TO Q.8
No.......2 GO TO Q.6

6. How far is this from where you lived in October 1973?

(Circle one.)

Less than 50 miles...........1
50 to 99 miles...............2
100 to 199 miles.............3
200 to 499 miles.............4
500 miles or more............5

7. What was the main reason you moved to the place where you live now?

(Circle one.)

To find or take a job.................................1
To go to school.......................................2
To follow my parents or spouse to a new location.......3
Other (specify:________________________________).......4

8. How do you describe yourself?

(Circle one.)

American Indian..............................1
Black or Afro-American or Negro..............2
Mexican-American or Chicano..................3
Puerto Rican.................................4
Other Latin-American origin..................5
Oriental or Asian-American...................6
White or Caucasian...........................7
Other........................................8

# Section B: Education & Training

This section asks information about your training and education. The emphasis is on your school experiences from October 1973 through October 1974. (Persons in the military service should also answer the questions in this section.)

**SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1974**

9. From October 1973 through October 1974 were you enrolled in or did you take classes at any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?

No......1 GO TO Q.58
Yes.....2 GO TO Q.10 ⟶ 10. Did you attend school in the first week of October 1974?

No................1 GO TO Q.32
Yes...............2 GO TO Q.11

11. **What is the exact name and location of the school you were attending in the first week of October 1974? (Please print and do not abbreviate.)**

School Name: ______________________________

City: ______________________________ State: ____________

12. **What kind of school is this?**

**(Circle one.)**

Vocational, trade, business, or other career training school....1
Junior or community college (two-year) ....................2
Four-year college or university ....................3
Other (please describe: ____________________)..4

13. Are you attending this school as part of an Armed Forces training program?

Yes.......1
No........2

14. **When did you first attend this school? ____________(month)____________(year)**

15. Are you currently attending this school? Yes....1
No.....2 (Date left:______(month)____(year)

16. During the first week of October 1974, were you classified by this school as a full-time student?

(Circle one.)

Yes....................1
No.....................2
Don't know.............3

17. During October 1974, about **how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

______________Hours per week

18. **At that time how were you classified by your school?**

**(Circle one.)**

Freshman (First-year Student) .......................................1
Sophomore (Second-year Student) .................................2
Junior (Third-year Student) ..........................................3
Senior (Fourth-year Student) ........................................4
Special Student ..............................................................5
Other classification (specify: ____________________)..6
My school doesn't classify students ..............................7

19. As of the first week of October 1974, **what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ______________________________________________

20. Please select below the category which best describes this field or area. (Circle one.)

Agriculture and Home Economics..........................................................01
Business (accounting, marketing, personnel management, etc.)......................02
Office and Clerical (bookkeeping, stenography, general office, etc.)..................03
Computer Technology (keypunch operator, programming, computer operations, etc.).........04
Education (elementary, special, physical, etc.)..........................................05
Engineering (civil, electrical, mechanical, etc.).........................................06
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)..................................................07
Humanities and Fine Arts (music, religion, English, etc.)..............................08
Health Services (nursing, lab technician, occupational therapy, etc.)................09
Public Services (law enforcement, food service, recreation, beautician, etc.)...........10
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)..................11
Social Sciences (psychology, history, economics, sociology, etc.)......................12
Biological Sciences (zoology, physiology, anatomy, etc.)..............................13
OTHER field or area (specify: ________________________________)......14
UNDECIDED.......................................................................15

21. This (above) is:

An ACADEMIC program (typically leads to a 4 or 5-year Bachelor's degree)........................................1
A VOCATIONAL program (does not lead to a Bachelor's degree)..............................................2

22. How long does it take one normally to complete this program of studies from beginning to end?

(Circle one.)

Less than one year............0
One year......................1
Two years.....................2
Three years...................3
Four years....................4
More than 4 years.............5

23. As of the first week of October 1974, what kind of certificate, license, diploma, or degree were you studying for?

(Circle one.)

None.......................................................1
A certificate (specify in what: ________________)..2
A license (specify in what: ________________)..3
A two-year or three-year vocational degree or diploma ......4
A two-year academic degree ........................................5
A four-year or five-year college Bachelor's degree ..........6
Other (please specify: ________________)..7

(Answers 2–7:) (_____) Year expect to complete

24. Was your field of study or training area in October 1974 the SAME as it was a year ago in October 1973?

(Circle one.)

Yes.....................................................1 } GO TO Q.26
No, I hadn't decided upon a field or area a year ago.....2 } GO TO Q.26
No, I wasn't enrolled in school a year ago..............3 GO TO Q.28
No, I changed my field or area during the year..........4 GO TO Q.25

25. **Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?**

**(Circle one number on each line.)**

| | My Reasons | Not My Reasons |
|---|---|---|
| a. Courses more difficult than I expected | 1 | 2 |
| b. Met people with new ideas | 1 | 2 |
| c. Poor advice on original choice | 1 | 2 |
| d. Lack of information on jobs related to original choice | 1 | 2 |
| e. Content of courses different from what I expected | 1 | 2 |
| f. New information about other fields of study or training areas | 1 | 2 |
| g. Interest aroused by courses | 1 | 2 |
| h. More jobs available for graduates in the field I changed to | 1 | 2 |
| i. Better jobs available for graduates in the field I changed to | 1 | 2 |
| j. Other (please specify: ________________) | 1 | 2 |

26. **Was the school you attended in** the first week of October 1974 the SAME school you attended a year ago in October 1973? **(Circle one.)**

Yes.....................................................1 GO TO Q.28
No, enrolled in different school in October 1973.........2 GO TO Q.27

27. **What were your reasons for changing schools?** **(Circle one number on each line.)**

| | My Reasons | Not My Reasons |
|---|---|---|
| a. My interest changed, and my former school did not offer the course of study I wanted | 1 | 2 |
| b. Wanted to attend a less expensive school | 1 | 2 |
| c. My grades were too low to continue at the former school | 1 | 2 |
| d. Wanted to be at a smaller school | 1 | 2 |
| e. Wanted to be at a larger school | 1 | 2 |
| f. Wanted to attend school closer to home | 1 | 2 |
| g. Wanted to attend a school farther away from home | 1 | 2 |
| h. Wanted to attend a school that would give me better career opportunities | 1 | 2 |
| i. Wanted to attend a more prestigious school | 1 | 2 |
| j. Wanted to attend a school where I could maximize my intellectual and personal development | 1 | 2 |
| k. More group or social activities of interest | 1 | 2 |
| l. I transferred from a two-year to a four-year school to continue my education | 1 | 2 |
| m. Other (specify:__________________________) | 1 | 2 |

28. During October 1974, were you working on a job(s) at the SAME TIME that you were going to school?

No.......1 GO TO Q.32
Yes......2 GO TO Q.29 ⟶

29. At that time, how many hours per week did you normally work?

(Circle one.)

1-5 hours per week....................1
6-10 hours per week...................2
11 - 15 hours per week................3
16-20 hours per week..................4
21-34 hours per week..................5
35 or more hours per week.............6

30. During October 1974, did you work for the school you were attending?

(Circle one.)

No....................................................1
Yes, working for pay (only)...........................2
Yes, working off cost of tuition, housing or meals........3
Yes, both of the above................................4

31. Did someone at the school (for example, a teacher, counselor, employment officer) help you find the job you had in October 1974?

Yes........1
No.........2

## ATTENDANCE AT OTHER SCHOOLS FROM OCTOBER 1973 TO OCTOBER 1974

32. Besides any schools you may already have reported in this section, did you enroll in or take classes at any OTHER school from October 1973 to October 1974? (Again include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.)

No.....1 GO TO Q.38
Yes....2 GO TO Q.33

33. **What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one (other) school, then give the one that you attended the longest.)**

School Name: ____________________
City: ____________________ State: __________

34. **What kind of school is this?** **(Circle one.)**

Vocational, trade, business or other career training school ......1
Junior or community college (two-year)..........................2
Four-year college or university ..................................3
Other (please describe: ____________________).....4

35. **When did you:**

a) First attend this school? __________ (Month) __________ (Year)
b) Leave this school? __________ (Month) __________ (Year)

36. Did you withdraw from this school before you completed your studies? (Circle one.)

No.................................................1 GO TO Q.38
Yes, but I have since returned to school.................2 GO TO Q.37
Yes, but I plan to return before October 1975...........3 GO TO Q.37
Yes, and I do not plan to return before October 1975....4 GO TO Q.37

37. **What were your reasons for withdrawing ?** **(Circle one number on each line.)**

| | My Reasons | Not My Reasons |
|---|---|---|
| a. Became ill | 1 | 2 |
| b. Had financial difficulties | 1 | 2 |
| c. Was offered a good job | 1 | 2 |
| d. Got married or planned to get married | 1 | 2 |
| e. School work was not relevant to the real world | 1 | 2 |
| f. Wanted to get practical experience | 1 | 2 |
| g. Failing or not doing as well as I wanted | 1 | 2 |
| h. Wasn't really sure what I wanted to do | 1 | 2 |
| i. I transferred to another school | 1 | 2 |
| j. Other (please describe: ____________________) | 1 | 2 |

38. **With regard to your education and training during the past year, how satisfied as a whole are you with the following?**

**(Circle one number on each line.)**

| | Very satisfied | Somewhat satisfied | Neutral or no opinion | Somewhat dissatisfied | Very dissatisfied |
|---|---|---|---|---|---|
| a. The ability, knowledge, and personal qualities of most teachers | 1 | 2 | 3 | 4 | 5 |
| b. The social life | 1 | 2 | 3 | 4 | 5 |
| c. Development of my work skills | 1 | 2 | 3 | 4 | 5 |
| d. My intellectual growth | 1 | 2 | 3 | 4 | 5 |
| e. Counseling or job placement | 1 | 2 | 3 | 4 | 5 |
| f. The buildings, library, equipment, etc | 1 | 2 | 3 | 4 | 5 |
| g. Cultural activities, music, art, drama, etc. | 1 | 2 | 3 | 4 | 5 |
| h. The intellectual life of the school | 1 | 2 | 3 | 4 | 5 |
| i. Course curriculum | 1 | 2 | 3 | 4 | 5 |

program from October 1973 through October 1974?

39. **Which of the following best describes how well you have done in all of your course-work or If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

**(Circle one.)**

| | |
|---|---|
| Mostly A | 1 |
| About half A and half B | 2 |
| Mostly B | 3 |
| About half B and half C | 4 |
| Mostly C | 5 |
| About half C and half D | 6 |
| Mostly D or below | 7 |

during this period

40. **Have you had a teacher or instructor who knows you well enough to write you a letter of reference or give you a recommendation for a job or for attendance at another school?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

41. **Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?**

| | | |
|---|---|---|
| I don't know | 1 | *GO TO Q.* 44 |
| No | 2 | |
| Yes | 3 | *GO TO Q.* 42 |

42. **Since leaving high school, about how many credits** had you earned by October 1974?

**(Write in.)**

______Number of quarter hours

______Number of semester hours

______Number of other type of credits (please specify type: ________________________)

43. Have you taken advantage of any of the following opportunities to accelerate your college program?

(Circle as many as apply.)

| | |
|---|---|
| Have NOT accelerated my program | 0 |
| Began college work before finishing high school | 1 |
| Took an advanced placement course which would allow me to finish sooner | 2 |
| Received credit for a course just by taking a special exam | 3 |
| Took course work during summer school | 4 |
| Took extra courses during the regular school term | 5 |
| Other (specify:________________________________) | 6 |

## SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1974

44. Considering just the 12-month period from Fall 1973 through Summer 1974, **what is your estimate of how much it cost you to live and go to school? (If you were not in training or school during this time, check here ☐ and go to Q. 58.)**

**(Please estimate the amount for each item.)**

Tuition and fees .......................................... $ ______
Books and supplies .......................................... $ ______
Transportation to and from class from where I live while attending school .............. $ ______
Housing and meals .......................................... $ ______
All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc .......................................... $ ______
HOW MUCH MONEY IS THIS IN TOTAL? .......................................... $ ______

45. **How many months** were you in school from Fall 1973 through Summer 1974? ______ **(months)**

46. **Considering just the period from** Fall 1973 through Summer 1974, did you receive any kind of **scholarship, fellowship or grant to go to school?**

No ............. 1 *GO TO Q.* 49
Yes ............. 2 *GO TO Q.* 47

47. **Check below which kind(s) of scholarship, fellowship, or grant you received.**

(✓)

a) Basic Educational Opportunity Grant ...... ___
b) Supplemental Educational Opportunity Grant ___
c) College scholarship or grant from college funds ___
d) ROTC scholarship or stipend ............... ___
e) Nursing Scholarship Program ............... ___
(f) Social Security Benefits (for students 18-22 who are children of disabled or deceased parents) ......................... ___
(g) Veteran's Administration War Orphans or Survivors Benefits Programs ............... ___
(h) Veterans Administration Direct Benefits (GI Bill) ___
(i) State Scholarship ......................... ___
(j) Other Scholarship or grant (write in: ____________ ____________________________).. ___

48. **How much was the total dollar value of the grant(s), fellowship(s) or scholarship(s) you received for this period?** $________________

49. **Considering just the period from** Fall 1973 through Summer 1974, did you receive a loan to go to school?

No ............. 1 *GO TO Q.* 52
Yes ............. 2 *GO TO Q.* 50

50. **Check below which kind(s) of loan you obtained.**

(✓)

a) Federal Guaranteed Student Loan .......... ___
b) State Loan .............................. ___
c) Regular bank loan ....................... ___
d) National Defense (Direct) Student Loan .... ___
(e) Nursing Student Loan ..................... ___
(f) School or College Loan .................. ___
(g) Other loan (write in: ________________).. ___

51. **How much was the total dollar value of the loan(s) you received for this period?** $________________

52. Considering just the period from Fall 1973 through Summer 1974, did you receive financial assistance from any relatives or friends to go to school?

No..............1 *GO TO* Q.55
Yes ............2 *GO TO Q.* 53 → 53. **Check the sources below from which you received this financial assistance.**

(✓)

a) Parents .................................... ___
b) Husband or wife ............................ ___
c) Other family or friends .................... ___

for this period?

54. **How much was the total dollar value of the financial assistance you received from family or friends?**

$____________

55. Considering just the period from Fall 1973 through Summer 1974, did you pay any of the costs to go to school from money you had saved or earned?

No.....1 GO TO Q.58
Yes....2 GO TO Q.56 → 56. Check below all that apply. (✓)

a) Own savings or summer earnings..... ___
b) College work-study programs........ ___
c) Other earnings while taking courses ___

57. How much was the total dollar value of your savings and earnings used during this period?

$____________________

**OTHER TRAINING**

58. From October 1973 to October 1974, **have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

No..............1 *GO TO Q.* 66
Yes ............2 *GO TO Q.* 59

59. What type of training program(s) or courses have you participated in?

(Circle as many as apply.)

An Armed Forces training program.............. 1
On-the-job training (a program of instruction during normal working hours)............................................. 2
Formal Registered Apprenticeship (your State or Labor Union) .... 3
Manpower Development and Training (MDTA) ................ 4
Work Incentive (WIN) .................................... 5
Neighborhood Youth Corps (NYC) .......................... 6
Other manpower program (please specify:________________).. 7
Correspondence course(s) ................................. 8
Non-credit courses for personal enrichment ............... 9
Other (please specify: ______________________________).. 0

60. Were you being trained for some type of work?

| | | |
|---|---|---|
| No | 1 | GO TO Q.62 |
| Yes | 2 | GO TO Q.61 |

61. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in: ______________________________)

62. **How long does (or did) this program last?** (Circle one.)

| | |
|---|---|
| Less than one month | 1 |
| One to five months | 2 |
| Six to eleven months | 3 |
| One year or more | 4 |

63. **Have you completed this program?** (Circle one.)

| | |
|---|---|
| Yes | 1 |
| No, left without completing | 2 |
| No, still enrolled | 3 |

64. **Have you used this training on any job?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

65. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job? (Circle one.)

| | |
|---|---|
| DOES NOT APPLY TO ME since my training was in the military or on-the-job | 1 |
| I did not want or did not need help from the center in finding a job | 2 |
| I wanted and needed help but did not receive any from the center | 3 |
| The center provided information on job openings in my field | 4 |
| The center put me directly in touch with possible employers or arranged a job for me | 5 |

66. From October 1973 to October 1974, did you earn any certificate, license, diploma or degree of any kind?

(Circle as many as apply.)

| | |
|---|---|
| No | 1 |
| Yes, a certificate (specify in what: ____________) | 2 |
| Yes, a license (specify in what: ____________) | 3 |
| Yes, a two-year or three-year vocational degree or diploma | 4 |
| Yes, a two-year academic degree | 5 |
| Yes, a four-year or five-year college Bachelor's degree | 6 |
| Yes, other (please specify: ____________) | 7 |

## USING YOUR TRAINING SINCE LEAVING HIGH SCHOOL

67. Have you ever tried to find work on a job where you might use what you learned from any school or college you attended since leaving high school?

| | | |
|---|---|---|
| No, because have NOT attended any school or college since leaving high school | 1 | SKIP TO SECTION C, page 13 |
| No, although I HAVE attended a school or college since leaving high school | 2 | |
| Yes | 3 | GO TO Q68 |

68.. Did you try to find work for which you could use what you learned in school in the locality where you received your training?

No......1 GO TO Q.70
Yes.....2 GO TO Q.69

[illegible]9. What were your experiences in this locality (where you received your training) in trying to find work for which you could use your training?

a. To be hired in this locality for this kind of work, does a person actually have to have the training?

Yes...............1
No................2
Don't know........3

b. Does a person have to have prior job experience doing this kind of work in order to get hired in this locality?

Yes...............1
No ...............2
Don't know........3

c. Do you think there are more people in this locality who can do this work than there are jobs for them, or are there more jobs than qualified people?

(Circle one.)

More people than jobs.............1
More jobs than people.............2
About the same....................3
Don't know........................4

(Circle one.)

d. About how many companies in this area are there that hire people to do this kind of work?

None.............0
Only one.........1
A few............2
Many.............3
Don't know.......4

e. Do most of the new people hired by companies in this area live or go to school here or do they come into the area to take the jobs?

(Circle one.)

Mostly local people...........1
Mostly from outside...........2
About equal numbers...........3
Don't know....................4

70. Since leaving high school, have you tried to find work for which you could use your training somewhere other than in the locality where you received it, such as in another part of the State or another section of the country?

Yes........1
No.........2

71. Did you find work for which you could use what you learned in school?

(Circle one.)

Yes, in the locality where I received my training....1
Yes, somewhere else.........2 } GO TO Q.72
Yes, both of the above......3
NO..........................4 SKIP TO SECTION C, next page

72. After receiving your training, how long did it take you to find this work?

(Circle one.)

Before I completed my training......1
Immediately, or within a few days...2
One to four weeks...................3
One or two months...................4
Three to six months.................5
More than six months................6

73. How well did your training prepare you for this work? (Circle one.)

Very well..............1
Fairly well............2
Not well at all........3

# Section C: Work Experience

In this section, we would like to find out about the jobs you may have held from October 1973 through October 1974. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service, and so on.

74. From October 1973 through October 1974, did you hold a job of any kind?

No.......1 GO TO Q.91
Yes......2 GO TO Q.75 → 75. Were you working during the first week of October 1974?

No................1 GO TO Q.91
Yes, full-time....2 } GO TO Q.76
Yes, part-time....3 }

76. **Please describe below the job held during the first week of October, 1974 (if you held more than one job at that time, describe the one at which you worked the most hours).**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)
(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________

e. Were you:

**(Circle one.)**

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?..............1
A GOVERNMENT employee (Federal, State, county, or local institution or school)...2
Self-employed in your OWN business, professional practice, or farm.....................3
Working WITHOUT PAY in family business or farm?..............................4

f. When did you start working at this job? ____________(month) ____________(year)

g. Are you currently working at this job?
Yes ............1
No..............2 (Date left: ________(month) ________(year)

77. **How many hours did you usually work at this job in an average week?**

____________Hours per week

78. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ ____________per week
(Earnings before deductions)

79. **How satisfied were you with the following aspects of this job?**

**(Circle one number on each line.)**

| | | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| a. | Pay and fringe benefits | 1 | 2 | 3 | 4 |
| b. | Importance and challenge | 1 | 2 | 3 | 4 |
| c. | Working conditions | 1 | 2 | 3 | 4 |
| d. | Opportunity for promotion and advancement with this employer | 1 | 2 | 3 | 4 |
| e. | Opportunity for promotion and advancement in this line of work | 1 | 2 | 3 | 4 |
| f. | Opportunity to use past training and education | 1 | 2 | 3 | 4 |
| g. | Security and permanence | 1 | 2 | 3 | 4 |
| h. | Supervisor(s) | 1 | 2 | 3 | 4 |
| i. | Opportunity for developing new skills | 1 | 2 | 3 | 4 |
| j. | Job as a whole | 1 | 2 | 3 | 4 |

80. Not including on-the-job training, did you receive formal instruction to do this kind of work?

No.....1 GO TO Q.85
Yes....2 GO TO Q.81 ——> 81. Where did you receive this training?

(Circle as many as apply)

| | |
|---|---|
| High school | 1 |
| Vocational, trade, business or other career training school | 2 |
| Junior or community college | 3 |
| Four-year college or university | 4 |
| Military service | 5 |
| Other (please describe: ______________________) | 6 |

82. **What were your experiences while working on this job?**

**(Circle one number on each line.)**

| | | My Experience | NOT My Experience |
|---|---|---|---|
| a. | I have been able to apply most of what I learned in school | 1 | 2 |
| b. | I would have liked more experience in my training before I started working | 1 | 2 |
| c. | I received training different from the way it is done on the job | 1 | 2 |
| d. | I was trained with tools or equipment not used on my job | 1 | 2 |
| e. | I could have gotten my job without the training | 1 | 2 |
| f. | I took coursework associated with my training which was not helpful in performing my job | 1 | 2 |
| g. | Most of what I do on the job I learned to do in school | 1 | 2 |
| h. | I consider myself doing as well as others with similar training | 1 | 2 |
| i. | I consider going to school and getting the training a wise choice | 1 | 2 |

83. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?

Yes..........1
No...........2
Don't know....3

84. Did the school at which you received your training for this job refer you to this job?

Yes........1
No.........2

85. Do you expect to be working in October 1975?

No............1 } GO TO Q.88
Don't know....2 }
Yes...........3 GO TO Q. 86

86. Do you plan to work for the SAME EMPLOYER?

Yes.............1
No..............2
Don't know......3

87. Do you plan to work at the SAME KIND OF WORK?

Yes.............1
No..............2
Don't know......3

88. Were you working at any OTHER job in the first week of October 1974 at the SAME TIME as you held the job you described above?

No......1 GO TO Q. 92
Yes.....2 GO TO Q. 89

89. How many hours did you usually work at this other job in an average week? _____ Hours per week

90. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

$__________ per week
(Earnings before deductions)

91. If you did NOT hold a job during the first week of October 1974, what were the reasons? (If you DID hold a job at that time, check here ☐ and go to Question 92.)

**(Circle one number on each line.)**

| | My Reasons | NOT My Reasons |
|---|---|---|
| a. Did not want to work | 1 | 2 |
| b. On temporary layoff from work or waiting to report to work | 1 | 2 |
| c. Was full-time homemaker | 1 | 2 |
| d. Going to school | 1 | 2 |
| e. Not enough job openings available | 1 | 2 |
| f. Union restrictions | 1 | 2 |
| g. Would have required moving | 1 | 2 |
| h. Required work experience I did not have | 1 | 2 |
| i. Jobs available offered little opportunity for career development | 1 | 2 |
| j. Health problems or physical handicap | 1 | 2 |
| k. Could not arrange child care | 1 | 2 |
| l. Other family responsibilities (including pregnancy) | 1 | 2 |
| m. Waiting to enter or in Armed Forces | 1 | 2 |
| n. Not educationally qualified for types of work available | 1 | 2 |
| o. There were jobs but none where I could use my training | 1 | 2 |

92. Besides any jobs you may already have reported in this section, were you working at any OTHER job between October 1973 and October 1974?

No......1 GO TO Q.97
Yes.....2 GO TO Q.93

93. Please describe this other job (the most recent during that period) below.

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)
(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________

e. When did you start working at this job? ____________(month) ____________(year)

f. When did you leave this job? ____________(month) ____________(year)

94. **How many hours did you usually work at this job in an average week?**
__________Hours per week

95. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**
$ __________per week
(Earnings before deductions)

96. How important were the following as reasons for leaving this job?

(Circle one number on each line.)

| | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| a. Poor pay or fringe benefits | 1 | 2 | 3 |
| b. Lack of importance and challenge | 1 | 2 | 3 |
| c. Poor working conditions | 1 | 2 | 3 |
| d. Lack of opportunity for promotion and advancement with this employer | 1 | 2 | 3 |
| e. Lack of opportunity for promotion and advancement with this line of work | 1 | 2 | 3 |
| f. No or little opportunity to use past training and education | 1 | 2 | 3 |
| g. Lack of security or permanence | 1 | 2 | 3 |
| h. Dissatisfied with my supervisor(s) | 1 | 2 | 3 |
| i. Lack of opportunity for developing new skills | 1 | 2 | 3 |
| j. Unhappy with the job as a whole | 1 | 2 | 3 |
| k. Moved to another location | 1 | 2 | 3 |
| l. I was layed off or fired | 1 | 2 | 3 |
| m. Went back to school or college | 1 | 2 | 3 |
| n. Got married or had a baby | 1 | 2 | 3 |
| o. Left to obtain a better job | 1 | 2 | 3 |
| p. Other (specify: ____________) | 1 | 2 | 3 |

October October

97. **During the entire 52-week period from ^ 1973 to ^ 1974, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)**

_______________ Number of weeks

October October

98. **During the same 52-week period from ^ 1973 to ^ 1974, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)**

_______________ Number of employers

October October

99. **During the same 52-week period from ^ 1973 to ^ 1974, about how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?**

_______________ Number of weeks

## LOOKING FOR WORK

100a. Were you employed during the month of September 1974?

Yes......1
No.......2

100b. Were you looking for work during the month of September 1974?

No......1 GO TO Q.102
Yes.....2 GO TO Q.101 ⟶

101. How long had you been looking for work as of the end of September 1974?

(Circle one.)

Less than 2 weeks................1
2-4 weeks........................2
5-9 weeks........................3
10 weeks or more.................4

102. Would you be willing to move to another city or community for a job?

Yes......1
No.......2

103. At any time from October 1973 through October 1974, were you looking for work or for a different job or employer?

Yes No.......1 SKIP TO SECTION D, next page
Yes......2 GO TO Q.104

104. What methods were useful to you?

**Circle one number on each line.)**

| | | **Used and Obtained Job** | **Used But Did Not Obtain Job** | Did NOT Use |
|---|---|---|---|---|
| a. | School or college placement service | 1 | 2 | 3 |
| b. | Professional periodicals or organizations | 1 | 2 | 3 |
| c. | Civil Service applications | 1 | 2 | 3 |
| d. | Public employment service | 1 | 2 | 3 |
| e. | Private employment agency | 1 | 2 | 3 |
| f. | Community action or welfare groups | 1 | 2 | 3 |
| g. | Newspaper, TV or radio ads | 1 | 2 | 3 |
| h. | Direct application to employers | 1 | 2 | 3 |
| i. | Registration with a union | 1 | 2 | 3 |
| j. | Friends or relatives | 1 | 2 | 3 |
| k. | Attendance at job fairs | 1 | 2 | 3 |
| l. | Other (specify: ____________________) | 1 | 2 | 3 |

# Section D: Family Status

105. **What was your marital status, as of the first week of October 1974?**

**(Circle one.)**

| | | |
|---|---|---|
| Never married, but plan to be married within the next 12 months | 1 | GO TO Q.110 |
| Never married, and don't plan to be married within the next 12 months | 2 | |
| Divorced, widowed, separated.... | 3 | |
| Married.. | 4 | GO TO Q 106 |

106. **When were you first married?** __________ **(month)** __________ **(year)**

107. As of October 1974, what was your husband or wife doing?

(Circle as many as apply.)

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Taking academic courses at a two- or four-year college | 2 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 3 |
| On active duty in the Armed Forces (or service academy) | 4 |
| Homemaker | 5 |
| Temporary lay-off from work, looking for work, or waiting to report to work | 6 |
| Other (please describe: ____________________) | 7 |

108. Please describe below the job your husband or wife held during October 1974. (If he or she was not working, check here ☐ and GO TO Q.109.)

a. For **whom** did he (she) work? (Name of company, business, organization, or other employer)

(Write in): ______________________________

b. What **kind of business** or industry was this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): ______________________________

c. What kind of **job or occupation** did he (she) have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): ______________________________

d. What were his (her) most frequent **activities or duties** on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): ______________________________

109. As of October 1974, what is the highest level of education that your husband or wife had attained? (Circle one.)

| | | |
|---|---|---|
| Some high school, or less | | 1 |
| Finished high school | | 2 |
| Vocational, trade, or business school | Less than two years | 3 |
| | Two years or more | 4 |
| College program | Some college (including two-year degree) | 5 |
| | Finished college (four- or five-year degree) | 6 |
| | Master's degree or equivalent | 7 |
| | Ph.D., M.D., or equivalent | 8 |

110. **Which of the following items do you have the use of: (A) as your own because you (or your husband or wife) have bought them or have been given them, or (B) because they belong to your parents, roommates, dormitory, apartment building, etc?**

(Circle one number on each line.)

| | (A) Have As My Own | (B) Have But Don't Own | Don't Have Use Of |
|---|---|---|---|
| a. Daily newspaper | 1 | 2 | 3 |
| b. Dictionary | 1 | 2 | 3 |
| c. Encyclopedia or other reference books | 1 | 2 | 3 |
| d. Magazines | 1 | 2 | 3 |
| e. Record player | 1 | 2 | 3 |
| f. Tape recorder or cassette player | 1 | 2 | 3 |
| g. Color television | 1 | 2 | 3 |
| h. Typewriter | 1 | 2 | 3 |
| i. Electric dishwasher | 1 | 2 | 3 |
| j. Two or more cars or trucks that run | 1 | 2 | 3 |
| k. A specific place for study | 1 | 2 | 3 |

111. Not including **yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the first week of** October 1974. (Circle one.)

0 1 2 3 4 or more

112. **As of the first week of** October 1974, were you **dependent upon your parents or any other friends or relatives for more than one half of your financial support?**

| | |
|---|---|
| Yes | 1 |
| No | 2 |

113. What is the best estimate of your income before taxes for **ALL OF** 1974? **Include your husband or wife's income in the total, but do not include loans. Please make an entry on each line, either a dollar amount or, if you** will **receive no income from a source during 1974, write in the word "none."**

| **Source** | **Amount** Will **Receive** |
|---|---|
| Your own wages, salaries, commissions, and net income from a business or farm | $ ______ |
| Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm | $ ______ |
| All other income you and your spouse will receive (include interest, rental property income, public assistance, unemployment compensation, cash, gifts, scholarships, fellowships, etc.) | $ ______ |
| TOTAL INCOME YOU AND YOUR SPOUSE WILL RECEIVE | $ ______ |

114. For the year of 1974, how satisfied as a whole have you been with the amount of money you have had to get along on?

| | (Circle one.) |
|---|---|
| Very satisfied | 1 |
| Somewhat satisfied | 2 |
| Neutral or no opinion | 3 |
| Somewhat satisfied | 4 |
| Very dissatisfied | 5 |

115. Not including home mortgages, did you owe money as of the first week of October 1974 for:

(Circle one number on each line.)

| | None | Less than $100 | $100 to $499 | $500 to $999 | $1000 to $1999 | More than $2000 |
|---|---|---|---|---|---|---|
| a. Education or training | 0 | 1 | 2 | 3 | 4 | 5 |
| b. Other debts (car, rent, appliances, medical bills, and so on) | 0 | 1 | 2 | 3 | 4 | 5 |

116. As of the first week of October 1974, how much money have you saved and plan to use for:

(Circle one number on each line.)

| | None | Less than $100 | $100 to $499 | $500 to $999 | $1000 to $1999 | More than $2000 |
|---|---|---|---|---|---|---|
| a. Education or training | 0 | 1 | 2 | 3 | 4 | 5 |
| b. General savings or other plans | 0 | 1 | 2 | 3 | 4 | 5 |

117. How many children altogether do you eventually expect to have? (Circle one.)

0...1...2...3...4...5 or more

118. As of the first week of October 1974, how many children did you have?

0...1...2...3...4   5 or more

119. **Do you plan to have your first child (or another child) before October 1975?**

| | (Circle one.) |
|---|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

120. How many brothers and sisters do you have?

(Circle one number on each line.)

| | | | | | | |
|---|---|---|---|---|---|---|
| a. Older brothers | 0 | 1 | 2 | 3 | 4 | 5 or more |
| b. Younger brothers | 0 | 1 | 2 | 3 | 4 | 5 or more |
| c. Younger sisters | 0 | 1 | 2 | 3 | 4 | 5 or more |
| d. Younger sisters | 0 | 1 | 2 | 3 | 4 | 5 or more |

# Section E :-Military Service

121. Since October 1973, have you served in the Armed Forces, or a Reserve or National Guard Unit?

(Circle one.)

No ........................................................................1 }—(SKIP to Section F, next page
Yes, National Guard or Reserves but not active duty ............2 }
Yes, active duty .............. ................................3 GO TO Q.122

122. In which branch of the Armed Forces did you serve? (Write in): ______________________

123. When did you begin active duty? ____________(month) ____________(year)

124. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No.....1 GO TO Q.126
Yes....2 GO TO Q.125

125. **What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)**

**Name of program:** ______________________________ **MOS:** ____________

126. **What is the highest pay grade and specialty rating you have held?**

**Pay grade:** ______________________________ **Specialty rating:** ________________

127. **Have you taken any courses while in the Armed Forces that:**

(Circle one number on each line.)

| | Yes | No |
|---|---|---|
| Prepared you for the high school equivalency test? | 1 | 2 |
| Prepared you for equivalency tests that can be taken for college credit? | 1 | 2 |
| Were college-sponsored courses which gave college credits? | 1 | 2 |

128. **Are you currently on active duty?**

No (Date left: ____________ month ____________ year).....1—(SKIP to Section F, next page
Yes ....................................................................2 GO TO Q.129

129. **How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

For a two-year tour of duty only ....................................1
For a three- or four-year tour of duty ..............................2
For more than one enlistment, but less than a full career ......3
For a full career (20 years minimum) ..............................4
Have not decided ...................................................5

130. **What do you plan to do when you get out of the Armed Forces?**

(Circle one number on each line.)

| | My Plans | NOT my Plans |
|---|---|---|
| Full- or part-time work | 1 | 2 |
| College, either full-time or part-time | 1 | 2 |
| Technical, vocational, or business or career training school, either full-time or part-time | 1 | 2 |
| Registered apprenticeship or on-the-job training program | 1 | 2 |
| Retire | 1 | 2 |
| Undecided | 1 | 2 |
| Other (please specify: ______________________________) | 1 | 2 |

# Section F : Activities and Opinions

October

131. To what extent have you voluntarily participated in the following groups during the year October 1973 through 1974? (By voluntarily, we mean you are not an employee of the group; by member, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events; by active, we mean that you attend the meetings or events.)

(Circle one number on each line.)

| | Active Participant | Member Only | Not At All |
|---|---|---|---|
| a. Youth organizations — such as Little League coach, scouting, etc. | 1 | 2 | 3 |
| b. Union, farm, trade or professional association | 1 | 2 | 3 |
| c. Political clubs or organizations | 1 | 2 | 3 |
| d. Church or church-related activities (not counting worship services) | 1 | 2 | 3 |
| e. Community centers, neighborhood improvement or social-action associations or groups | 1 | 2 | 3 |
| f. Organized volunteer work | 1 | 2 | 3 |
| g. A social, hobby, garden, or card playing group | 1 | 2 | 3 |
| h. Sport teams or sport clubs | 1 | 2 | 3 |
| i. A literary, art, discussion, music or study group | 1 | 2 | 3 |
| j. Educational organizations — such as PTA | 1 | 2 | 3 |
| k. Service organizations — such as Rotary, Junior Chamber of Commerce, Veterans, etc. | 1 | 2 | 3 |
| l. A student organization (not included above) | 1 | 2 | 3 |

132. How do you feel about each of the following statements?

(Circle one number on each line.)

| | Agree Strongly | Agree | Disagree | Disagree Strongly | No Opinion |
|---|---|---|---|---|---|
| a. I take a positive attitude toward myself | 1 | 2 | 3 | 4 | 5 |
| b. Good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 5 |
| c. I feel I am a person of worth, on an equal plane with others | 1 | 2 | 3 | 4 | 5 |
| d. I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 5 |
| e. Every time I try to get ahead, something or somebody stops me | 1 | 2 | 3 | 4 | 5 |
| f. Planning only makes a person unhappy since plans hardly ever work out anyway | 1 | 2 | 3 | 4 | 5 |
| g. People who accept their condition in life are happier than those who try to change things | 1 | 2 | 3 | 4 | 5 |
| h. On the whole, I'm satisfied with myself | 1 | 2 | 3 | 4 | 5 |

133. **What ways do you assure yourself of a good buy for your money?**

**(Circle one number on each line.)**

| | Regularly | Sometimes | Never |
|---|---|---|---|
| a. I compare prices and label information of similar products or services | 1 | 2 | 3 |
| b. I return merchandise that is unsatisfactory to the store where I bought it | 1 | 2 | 3 |
| c. I rely on brands or companies I know well even if they cost more | 1 | 2 | 3 |
| d. I follow leads in articles from Consumer Reports, Changing Times or other such magazines | 1 | 2 | 3 |
| e. I check a company's reputation with the Better Business Bureau or Consumer Protection Agency before agreeing to an expensive service or repair | 1 | 2 | 3 |
| f. I write to the manufacturer about the quality of their product if I'm unsatisfied | 1 | 2 | 3 |

134. Generally speaking, how worthwhile are the following activities?

**(Circle one number on each line.)**

| | Very Worthwhile | Somewhat Worthwhile | Not Worthwhile |
|---|---|---|---|
| a. Voting in local elections | 1 | 2 | 3 |
| b. Writing or talking to your representatives in the government | 1 | 2 | 3 |
| c. Voting when you are pretty sure your party won't win | 1 | 2 | 3 |
| d. Attending city council or county commission meetings | 1 | 2 | 3 |
| e. Signing petitions to change the way things are in your locality, state or the whole nation | 1 | 2 | 3 |
| f. Working to register new voters | 1 | 2 | 3 |
| g. Becoming an active member of a political party | 1 | 2 | 3 |

135. People often use the term "quality of life" to mean different things. How well does each of the following statements express what "quality of life" means to YOU?

**(Circle one number on each line.)**

| | Exactly | Extremely Well | Very Well | Fairly Well | Not Very Well |
|---|---|---|---|---|---|
| a. Having enough money to live comfortably — enough to eat, enough to dress as needed, and to be adequately sheltered | 1 | 2 | 3 | 4 | 5 |
| b. Having healthful living patterns — eating a balanced diet, getting plenty of exercise and regular sleep | 1 | 2 | 3 | 4 | 5 |
| c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources | 1 | 2 | 3 | 4 | 5 |
| d. Having time and money for some of the "extras" of life — vacations, hobby time and equipment, entertainment opportunities | 1 | 2 | 3 | 4 | 5 |
| e. Feeling free — not tied down by many personal or work responsibilities | 1 | 2 | 3 | 4 | 5 |
| f. Feeling personally safe from violence, injustice, or fraud | 1 | 2 | 3 | 4 | 5 |
| g. Having a chance to do the kind of work I really want to do in life | 1 | 2 | 3 | 4 | 5 |
| h. Having sustained personal relationships — loving and being loved | 1 | 2 | 3 | 4 | 5 |
| i. Living a life of honesty and moral integrity — doing what I think is right to do | 1 | 2 | 3 | 4 | 5 |
| Having the opportunity to read, think and discuss important questions about life, values, etc. | 1 | 2 | 3 | 4 | 5 |
| k. Having the chance to get a good education | 1 | 2 | 3 | 4 | 5 |

136. **The following questions ask about your political participation.** **(Circle one number on each line.)**

| | Frequently | Sometimes | Never |
|---|---|---|---|
| a. When you talk with your friends, do you ever talk about public problems — that is, what's happening in the country or in this community? | 1 | 2 | 3 |
| b. Do you ever talk about public problems with any of the following people? | | | |
| Your family? | 1 | 2 | 3 |
| People where you work? | 1 | 2 | 3 |
| Community leaders such as club or church leaders? | 1 | 2 | 3 |
| c. Do you ever talk about public problems with elected government officials or people in politics, such as, Democratic or Republican leaders? | 1 | 2 | 3 |
| d. Have you ever talked to people to try to get them to vote for or against any candidate?. | | | |
| e. Have you ever given any money or bought tickets to help someone who was trying to win an election? | 1 | 2 | 3 |
| f. Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? | 1 | 2 | 3 |
| g. Have you ever done any work to help a candidate in his campaign? | 1 | 2 | 3 |
| h. Have you ever held an office in a political party or been elected to a government job? | 1 | 2 | 3 |

137. Are you registered to vote?

Yes.........1
No..........2

138. Prior to October 1974, did you ever vote in a local, state or national election?

Yes.......1
No........2

## OPINIONS ABOUT YOUR FUTURE

139. **What do you expect to be doing in** October 1975?

**(Circle as many as apply.)**

| | |
|---|---|
| Working for pay at a full-time or part-time job | 1 |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) | 2 |
| Taking academic courses at a two- or four-year college | 3 |
| On active duty in the Armed Forces (or service academy) | 4 |
| Homemaker | 5 |
| Other (please describe: ______________________) | 7 |

140. **As things stand now, how far in school do you think you actually Will get?**

**(Circle one.)**

| | | |
|---|---|---|
| High school only | | 1 |
| Vocational, trade, or business school | Less than two years | 2 |
| | Two years or more | 3 |
| College program | Some college (including two-year degree) | 4 |
| | Finish college (four- or five-year degree) | 5 |
| | Master's degree or equivalent | 6 |
| | Ph.D., M.D., or equivalent | 7 |

141. **How important was each of the following factors in determining the kind of work you plan to be doing for most of your life?**

**(Circle one number on each line.)**

| | Very important | Somewhat important | Not important |
|---|---|---|---|
| a. Previous work experience in the area | 1 | 2 | 3 |
| b. Relative or friend in the same line of work | 1 | 2 | 3 |
| c. Job openings available in the occupation | 1 | 2 | 3 |
| d. Work matches a hobby interest of mine | 1 | 2 | 3 |
| e. Good income to start or within a few years | 1 | 2 | 3 |
| f. Job security and permanence | 1 | 2 | 3 |
| g. Work that seems important and interesting to me | 1 | 2 | 3 |
| h. Freedom to make my own decisions | 1 | 2 | 3 |
| i. Opportunity for promotion and advancement in the long run | 1 | 2 | 3 |
| j. Meeting and working with sociable, friendly people | 1 | 2 | 3 |

142. **What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

| | |
|---|---|
| a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent | 1 |
| b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter | 2 |
| c. FARMER, FARM MANAGER | 3 |
| d. HOMEMAKER OR HOUSEWIFE ONLY | 4 |
| e. LABORER such as construction worker, car washer, sanitary worker, farm laborer | 5 |
| f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official | 6 |
| g. MILITARY such as career officer, enlisted man or woman in the Armed Forces | 7 |
| h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant | 8 |
| i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but **not** including public school teacher | 9 |
| j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher | 10 |
| k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner | 11 |
| l. PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman | 12 |
| m. SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker | 13 |
| n. SCHOOL TEACHER such as elementary or secondary | 14 |
| o. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter | 15 |
| p. TECHNICAL such as draftsman, medical or dental technician, computer programmer | 16 |
| q. NOT WORKING | 17 |

143. Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?

No.............1 GO TO Q.145
Yes............2 } GO TO Q.144
Don't know......3 }

144. If you were to need additional education, would any of the following be an obstacle standing in your way?

(Circle one number on each line.)

| | An Obstacle | NOT an Obstacle |
|---|---|---|
| a. I probably couldn't afford it | 1 | 2 |
| b. I wouldn't be qualified (low grades, test scores, etc.) | 1 | 2 |
| c. No school within commuting distance from my home | 1 | 2 |
| d. I wouldn't have the time to do it | 1 | 2 |
| e. I probably couldn't get released from my job to do it | 1 | 2 |
| f. I wouldn't be sufficiently interested | 1 | 2 |

145. Do you owe any money for an education or training loan for which your repayment schedule has begun?

No......1 GO TO Q.148
Yes.....2 GO TO Q.146 ⟶ 146. When was your first payment due?

____________(month)_______(year)

147. Are you or have you had any difficulty in meeting payments?

No.....1
Yes....2 (please explain why:________________________________________)

148. **How important is each of the following to you in your life?**

**(Circle one number on each line.)**

| | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| a. Being successful in my line of work | 1 | 2 | 3 |
| b. Finding the right person to marry and having a happy family life | 1 | 2 | 3 |
| c. Having lots of money | 1 | 2 | 3 |
| d. Having strong friendships | 1 | 2 | 3 |
| e. Being able to find steady work | 1 | 2 | 3 |
| f. Being a leader in my community | 1 | 2 | 3 |
| g. Being able to give my children better opportunities than I've had | 1 | 2 | 3 |
| h. Living close to parents and relatives | 1 | 2 | 3 |
| i. Getting away from this area of the country | 1 | 2 | 3 |
| j. Working to correct social and economic inequalities | 1 | 2 | 3 |
| k. Having leisure time to enjoy my own interests | 1 | 2 | 3 |
| l. Having a good education | 1 | 2 | 3 |

149. The following items give you a chance to rate yourself on the degree to which you possess one of each pair of traits. For ratings on this scale, 1-4 refers to the trait on the far left side while 5-8 refers to the trait on the far right side. Let's take an example to show what you are saying when you circle a number from 1-8.

| | | |
|---|---|---|
| **Cheerful** | [✓ 1] 2 3 4 5 6 7 8 | **Sad** |

CIRCLE the ONE NUMBER that comes closest to saying how you would rate yourself.

1 ... cheerful just about all the time.
2 ... cheerful most of the time.
3 ... often cheerful.
4 ... more often cheerful than sad.
5 ... more often sad than cheerful.
6 ... often sad.
7 ... sad most of the time.
8 ... sad just about all the time.

**(Circle one number on each line.)**

| | | | |
|---|---|---|---|
| a. | **Inactive**<br>I lack drive, energy, vitality; I tend to be passive, and am without strong interests. | 1 2 3 4 5 6 7 8 | **Energetic**<br>I have unlimited energy, high drive, vitality; I need to be constantly active and interested in many activities. |
| b. | **Understanding of Others**<br>I am sympathetic about the feelings and problems of other persons; people come to me for advice when in trouble. | 1 2 3 4 5 6 7 8 | **Not Understanding of Others**<br>I am unaware of and uninterested in the feelings and problems of others; other persons do not come to me for advice. |
| c. | **Do Not Think Far Ahead**<br>I act impulsively without thinking of the consequences and frequently I am caught short because I have not foreseen the outcomes. | 1 2 3 4 5 6 7 8 | **Think Ahead**<br>I consider future possibilities and outcomes of my decisions before acting. |
| d. | **Self-Concerned**<br>I talk a lot about myself, think more about myself and what I want than about other people. I frequently am unaware of the rights and needs of other people. | 1 2 3 4 5 6 7 8 | **Other-Concerned**<br>I think of others and what they want; try to consider others' points of view; can compromise or adjust to demands of others. |
| e. | **Enthusiastic**<br>I am interested and excited about new events; get involved in activities easily and have strong interests. | 1 2 3 4 5 6 7 8 | **Unenthusiastic**<br>I do not get deeply involved or excited; I am mild; not much excites me. |
| f. | **Practical**<br>I have good judgment and common sense; I make practical and appropriate comments and decisions. | 1 2 3 4 5 6 7 8 | **Impractical**<br>I make impractical, inappropriate suggestions that don't consider all aspects of a problem. |
| g. | **Vague Thinking**<br>My thinking is vague, illogical, indefinite. | 1 2 3 4 5 6 7 8 | **Clear Thinking**<br>My thinking is clear, precise and logical. |
| h. | **Personally Warm**<br>I tend to be sincere, friendly, emotionally responsive, sympathetic to others, affectionate, and enjoy other people. | 1 2 3 4 5 6 7 8 | **Personally Cool**<br>I tend to be distant, aloof, austere, and undemonstrative with others; I do not like to express affection or feelings and am more comfortable in impersonal situations. |
| i. | **Ambitious**<br>I set high goals for myself and am dissatisfied when I do not accomplish all of them. When I finish one thing, I begin another right away. | 1 2 3 4 5 6 7 8 | **Unambitious**<br>I am unambitious and am easily satisfied with what I can accomplish. |

## INFORMATION ABOUT THE PAST

50. When you were in elementary (grade) school, about what percentage of your classmates were white or Caucasian?

(Circle one.)

None................0
1 to 10%............1
11 to 25%...........2
26 to 50%...........3
51 to 75%...........4
76 to 90%...........5
91 to 99%...........6
All (100%)..........7

151. When you were in high school, about what percentage of your classmates were white or Caucasian?

(Circle one.)

None................0
1 to 10%............1
11 to 25%...........2
26 to 50%...........3
51 to 75%...........4
76 to 90%...........5
91 to 99%...........6
All (100%)..........7

152. When you were in high school, about what percentage of your teachers were white or Caucasian?

(Circle one.)

None................0
1 to 10%............1
11 to 25%...........2
26 to 50%...........3
51 to 75%...........4
76 to 90%...........5
91 to 99%...........6
All (100%)..........7

153. Were you ever "bussed" to school for the purpose of racially integrating or racially balancing the student body of the school?

(Circle as many as apply.)

Yes, sometime during grades one through six.....1
Yes, sometime during grades seven through 12....2
No, I never was bussed for this purpose.........3

154. When you were in high school, how good of a student did your teachers usually expect you to be?

(Circle one.)

One of the best students in my class.........1
Above the middle of my class.................2
In the middle of my class....................3
Just good enough to get by...................4
Expected to fail to complete high school.....5

# Section G — Background Information

Please PRINT your name, address, and telephone number where you can most usually be reached during the coming year.

| | | |
|---|---|---|
| Your name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

Please PRINT the name, address and telephone number of your parents.

| | | |
|---|---|---|
| Your parents' name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

| | | |
|---|---|---|
| Name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

| | | |
|---|---|---|
| Name: | | |
| Address (number, street, city, state and ZIP code) | Telephone | |
| | Area Code | Number |
| | | |

**Please give the following information about yourself.**

(a) Date of birth ______________ (month) ______________ (day) ______________ (year)

(b) Sex: (Circle one.) Male............1
Female.........2

(c) Social Security No. ______________________

(d) Driver's License No. ____________________ State ______________

(e) When did you complete this questionnaire? __________ (month) __________ (day) __________ (year)

**THANK YOU FOR YOUR COOPERATION**

**THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972**

Attachment D

# What's Happening To The Class Of '72?

It's been just over two years since you, a member of the class of '72 left high school.

Remember back in 1971 when you were a rising high school senior? You were full of hopes and aspirations for the future, right?

Many of you wanted to continue your education in college, many did not. Many of you wanted to begin work immediately, many didn't, and some of you weren't really sure of what you wanted and quite possibly you are still uncertain.

Indeed, two years isn't a long time, but many things could have taken place to alter your plans for the future. We would like to know about that. In fact, that's what this message is all about.

## OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972
NATIONAL CENTER FOR EDUCATIONAL STATISTICS WASHINGTON, D.C. 20202 JULY 1974

Remember last fall? You were sent an Operation Follow-Up Questionnaire to fill out. Again, we would like for the members of the high school class of '72 to tell us just what they are doing today and how close they've come to attaining the hopes and goals they set when they were in the last year of high school.

Since our greatest fears or highest hopes are seldom realized, you are probably finding yourself somewhere in between where you wanted to be at this time in life and where you actually are.

But that's where you can help. Tell us about it, let us know if you've been successful in implementing your blueprint for the future.

In October you will receive one of the nearly 23,000 questionnaires we're sending to 1972 seniors, and by completing this questionnaire you will be playing a role in creating future educational opportunities. This type of information is essential in devising new federal policies and programs of educational opportunity.

Please be sure to return the attached card with your correct address so that you may take part. This is an important study that can lead to significant improvements in the U. S. educational system.

The study that you are participating in, called the National Longitudinal Study of the High School Class of 1972, is sponsored by the United States Office of Education of the Department of Health, Education and Welfare.

A primary objective is to find out from you '72 seniors just what you're doing today.

Granted, it takes time to complete a questionnaire, at least to complete it responsibly, but the information you provide us can be a valuable asset in improving educational and occupational opportunities.

please mail the post card
RTI
27709

Perhaps when you were in school you didn't have a forum for venting your various opinions about the educational delivery system. Well, this is your chance.

The information you supply will be used in conjunction with similar data gathered from your fellow members of the high school class of '72.

The first survey of the National Longitudinal Study was in the spring of 1972. It involved 17,726 high school seniors in 1,044 public, private, and church-affiliated schools.

The first follow-up survey, conducted in the fall of 1973, included those 1972 graduates plus about 5,000 additional 1972 graduates from 250 additional schools.

The follow-up you are asked to participate in this fall involves about 23,000 1972 seniors, most of whom have participated in this study since its beginning.

What makes this study unique? It is not just another government study. Rather, it is an on-going observation of a group over a long period of time.

The group of about 23,000 is used to represent all students in the class of 1972--all over the country. You are a sample member. If you drop out of the study, you are in effect dropping out hundreds whom you represent.

Conducting a study using the same participants is the only way accurate measures of change can be assessed. As you can see, with successive measures the value of the data increases over time.

All data involved in this study are confidential, and your identity will never be published, nor will it be released to anyone other than professional researchers involved with this study.

The National Longitudinal Study of the High School Class of '72 is conducted by the Research Triangle Institute, Research Triangle Park, N. C. 27709

# Si, Si Señora, Bells Are Ringing In New York

*Mildred Hardy*

You probably have never heard of Vicki Holder, but chances are the name Mildred Hardy might ring a bell in your memory bank. In fact, that's what Mildred has been doing for several months now, ringing bells.

Vicki and Mildred are both members of the high school class of 1972, but unlike you, they are not members of the National Longitudinal Study of the High School Class of '72, although both are playing important roles in that ongoing study.

Both girls are employed by Research Triangle Institute, and are working with NLS, as we call it.

Mildred, a 1972 graduate of Rocky Mount high school, Rocky Mount, N. C., is responsible for tracking down many of you study members. She is one of eight telephone operators we've hired for the duration of the study.

The telephone operators work overlapping eight-hour shifts, four to a team, so we're spending 13 hours each day attempting to verify addresses and to make certain the information you have sent us is correctly understood and meets our editing specifications.

Mildred has talked with at least 2,000 of you, sometimes to verify an address, sometimes to clarify some of the information you sent us during our first follow-up.

Mildred thinks her new job has enabled her to make thousands of new friends. "So far I've talked with sample members in each of the 50 states. Calling all over the country is really cool, it involves contact with people, and I have the satisfaction of knowing I'm playing a part in this important study," she said.

Mildred says she actually has made some friends. "I could not locate one sample member, but I did track down her mother in New York. The mother could not speak English well, and I had to call upon my high school Spanish. She gave me a Spanish lesson over the phone and we got along very well. Oh yes, she helped me locate her daughter."

Mildred thinks the National Longitudinal Study of the High School Class of '72 is "fantastic." She said, "I wish I had been chosen to take part in this study. The information being supplied by the former high school students can be used to help schools set up programs for future students. I think that's important. I've never heard of such a study before," she said.

Mildred tells us that those of you whom she's spoken with are reacting favorably to the study. "That's a good indication that young people are interested in the future of secondary education in this country."

Vicki Holder is a 1972 graduate of Southern high school, Durham, N. C.

She now operates a Sycor machine.

What is a Sycor machine?

You probably have seen computer punch cards--such as a paycheck or time card from a large company or registration cards for high school or college classes. Technology has now advanced beyond the punch card. We are handling your completed questionnaires in a new way to reduce errors and to make sure your answers remain what you intended them to be. We are using an "intelligent typewriter" type of direct linkage to the computer. It's called Sycor.

*Vicki Holder*

When your completed questionnaire gets to RTI, a skilled young person checks it to make sure it's legible and that we understand all your answers. Then the Sycor operator "keys" your responses right to the computer just as if he or she were using a typewriter. Why is Sycor more accurate?

Well, we've programmed the computer beforehand not to let the Sycor operator make mistakes--your answers get to the machine just as you wrote them! If you've said you work 35 hours a week, the machine won't accept 53, or 85, or any other very different number, because we have programmed it for a 40-hour week maximum. In fact, Sycor "beeps" and tells its operator that such a mistake has been made.

Why is Vicki such an important part of the study? The data that she is working with are responses to items that you supplied to us during the first follow-up.

Vicki sees the National Longitudinal Study of the High School Class of '72 as a valuable study.

"The response rate has been good. To me, this demonstrates that we have a lot of responsible 19 and 20-year-old young people in this country," she said.

# Questionnaire Prepared With You In Mind

## REMEMBER--
## Complete The Post Card And Return It

The questionnaire that you will be receiving early in October at first glance might appear to be a rather forbidding and long document, but it really isn't.

Quite the contrary.

The questions contained in the questionnaire, its physical appearance and design, and the overall production of this document were completed with you in mind.

Its organization makes it easy to understand, and judging from the comments we received from some of your fellow seniors in the high school class of 1972, we think you'll find it straightforward.

That's right, we've already had the questionnaire tested. In fact, it's been tried out by people your own age, people who just two years ago were high school seniors but are not members of the sample taking part in this study.

What are these people doing today? Probably the same thing you're doing. Some of the people who helped us by pretesting this questionnaire are students at schools such as the University of North Carolina and North Carolina Central University, some are working in manufacturing plants and stores, some are just returning from military service, and some are married with families, but overall, those who completed this questionnaire represent a cross section of people your age with similar interests.

Earlier we had the questionnaire pretested in order to get a valid reading of its accuracy. So we set up conditions under which we thought you'd be filling out this questionnaire and asked our volunteers to complete it.

After the trial we took it back to the drawing board and ironed out the spots where our volunteers indicated they encountered some degree of difficulty.

The most significant comments from the young men and women who helped us in the trial runs were that it was too lengthy, that some questions were difficult to answer, and that some perhaps were a bit too personal.

So we revised the questionnaire in a process of continual refinement to make all questions clear and precise and to make certain that all questions are relevant.

Research Triangle Institute, whose professional staff worked with the U. S. Office of Education to develop the questionnaire, started with a basic concept of data needs and ended up with the questions that you will see in October.

But where did the substance of the questions come from?

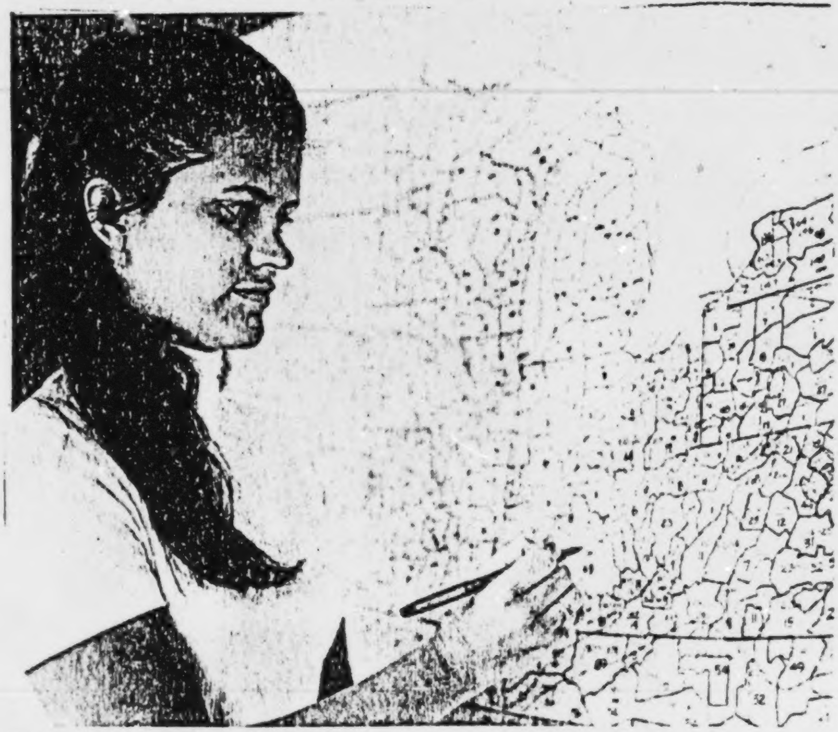
Most questionnaires represent a committee effort. That is, various people who have interests in obtaining certain types of information are brought together and they collectively decide just what questions are necessary to bring forth the information needed for a particular educational program.

To that end, Research Triangle Institute's educational psychologists, sociologists, economists interested in the costs of higher education, and other professionals working with the National Center for Educational Statistics--about 40 in all--developed the questionnaire you will receive.

This group of specialists from various professional fields originally came up with too many questions and through a long process of elimination, and after pretesting the questionnaire, questions were selectively included for the final questionnaire.

So all in all, a series of rather extensive efforts of highly skilled people went into the composition of this questionnaire.

We hope you'll enjoy working on this questionnaire. It might even help you learn more about yourself.



*This zip code map was prepared to record the number of responses we received from various parts of the country.*

# Research Triangle Park--More than A Zip Code

Former seniors from the class of 1972 are sending their Follow-Up postcards from all 50 states of the U. S. to an address in North Carolina that has its own special post office box and zip number, but is still so new it does not yet appear on most maps outside of the Tarheel state.

It is the Research Triangle.

Only about 10 years ago it was an all but empty 5,000 acres of clay and scrub pine that was useful mostly for holding three counties together.

Today the Research Triangle is known as one of the world's leading science centers.

The three sides of the Triangle are joined at the campuses of three major universities in three cities. They are the University of North Carolina in Chapel Hill, Duke University in Durham, and North Carolina State University in Raleigh.

At the center of this compact area is the Research Triangle Park, site of about two dozen glistening laboratories and other facilities housing government research agencies and technology-based corporations which now employ more than 10,000 persons in new jobs that did not exist before.

UNITED STATES POST OFFICE
RESEARCH TRIANGLE PARK BRANCH
DURHAM NORTH CAROLINA

*Research Triangle Park has a post office, but it is much more than a zip code.*

At the center of the park is the Research Triangle Institute. Established by joint action of the three universities, Research Triangle Institute was created to carry the Research Triangle name and to be the focal point for future growth in the park and throughout the Triangle area.

The Institute employs a permanent, full-time staff of 525. In addition to educational research specialists, the staff includes researchers in chemistry, engineering, economics, biology, statistics, electronics, and the social sciences.

The Institute, or RTI, is a self-supporting nonprofit organization that gains its income by performing scientific research assignments under contract to government and industrial clients.

Government units with projects at RTI include NASA, the Drug Enforcement Agency, Environmental Protection Agency, Department of Transportation, Public Health Service, and the Office of Economic Opportunity. For example, the follow-up survey of 1972 seniors is being conducted by RTI for the U. S. Office of Education.

Operation Follow-Up is huge--RTI is only one of several organizations which have been involved with the high school class of 1972 in this project. Educational Testing Service of Princeton, New Jersey, collected the first questionnaire information when you were still in high school as a senior, RTI conducted the first follow-up last fall, and the U. S. Bureau of the Census individually contacted over 8,000 of you this past winter and spring to collect information by interview.

There are many skilled persons at RTI working on Operation Follow-Up. Psychologists, statisticians, programmers, Sycor operators, secretaries and others are all involved. Perhaps you are in school or training, or already working at a job where your skills could be used on a project like this.

Remember--when you complete your second Operation Follow-Up questionnaire this fall and send it back to RTI, lots of skilled people will work on it to make sure it's handled right.

Research Triangle is more than a post office box and a zip number.

## Some 21,000 Answered Follow-Up Call

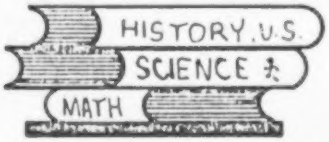
The questionnaires mailed to you during our first follow-up in October 1973 produced a response rate of 94 percent. This means over 21,000 members of the National Longitudinal Study of the high school class of '72 responded to our call.

By Feb. 1, 1973, the written responses you returned to Research Triangle Institute figured out to a 62 percent response rate--or about 14,000--but when we didn't hear from approximately 8,000 of you we asked for help. We asked the U.S. Bureau of the Census to help us by contact and personal interview.

By the time we contact you with your next newsletter, we'll have all the data tabulated from the first follow-up and we'll be able to tell you how many members of the high school class of '72 are in college, how many are in military service, how many are working, the average salary of those working, and related information.

So you can easily see why your prompt return of the enclosed post card is important. We want to be able to address your questionnaire correctly.

*This is another in a series of newsletters you will be receiving during the next two years relating to the National Longitudinal Study of the High School Class of 1972. If this study is to be accurate, we need your help. Please check your address on the attached card, correct it if necessary, and return the card to us as soon as possible.*



Attachment E

PARENT LETTER

Dear Parent:

Within about two weeks, your son or daughter will receive the second OPERATION FOLLOW-UP survey questionnaire. We are asking your help to make sure that your son or daughter receives these materials promptly.

It is vital to the quality and usefulness of survey results that sample participants have the opportunity to respond. Therefore, I would appreciate your help in assuring that this questionnaire will be received, completed, and returned to us as soon as possible. Information provided by completed questionnaires will be held in confidence and used only to create statistical summaries from which no individual can be identified.

This study, in which your son or daughter has played a major role since high school, is called the National Longitudinal Study of the High School Class of 1972 and is sponsored by the U.S. Office of Education. It involves twenty-two thousand young adults from all over the United States. Additional information concerning the operational aspects of the study and the Research Triangle Institute may be found in the accompanying Newsletter which was sent to all participants last July.

If your son or daughter is temporarily or permanently away from your home, please forward the questionnaire as soon as it arrives. If you would rather not forward the questionnaire, please call and give us his or her present address so that we can mail a set of materials directly. You may call the Research Triangle Institute collect, (919) 549-8311 from 8:30 a.m. to 5:00 p.m. (Eastern Daylight Time). Identify yourself as an OPERATION FOLLOW-UP parent.

I appreciate very much your cooperation and assistance in making sure your son or daughter has an opportunity again to participate in OPERATION FOLLOW-UP. If you have any questions about this study please do not hesitate to call me.

Sincerely,

J. A. Davis
RTI Project Director

JAD:fh

Enclosure

## LEAD LETTER TO PARTICIPANT

Dear Member of the High School Class of 1972:

I hope you found the recent OPERATION FOLLOW-UP Newsletter interesting and informative about the National Longitudinal Study of the High School Class of 1972. This letter is a reminder that in about two weeks you should receive your second OPERATION FOLLOW-UP questionnaire. Like the first, this questionnaire is for you to use in telling us about your activities, experiences, and plans.

If your questionnaire hasn't arrived by 14 October, please call us and we will try again. Call (919) 549-8311 COLLECT, between 8:00 a.m. and 5:00 p.m. (Eastern Daylight Time), identify yourself as an OPERATION FOLLOW-UP participant, and give us your name and current mailing address.

Please take pleasure in knowing that your participation in this project with the U.S. Office of Education is very important. It should benefit programs affecting the educational and vocational progress of young people. As always, safeguards in the data collection and resulting statistical summaries preserve the anonymity of each participant.

With luck and warmest regards in your future endeavors.

Sincerely,

J. A. Davis
RTI Project Director

JAD:fh

Attachment F

MGMGBOB GBO
1-046124A331016 11/27/73
TLX WU FMTS RAL
16 RESEARCH TRIANGLE PARK
ZIP 27511

western union **Mailgram**

UNITED STATES POSTAL SERVICE
U.S. MAIL

AS A MEMBER OF THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972 YOU ARE VERY IMPORTANT TO US. IN LATE OCTOBER WE SENT YOU AN OPERATION FOLLOW-UP QUESTIONNAIRE AND IT HAS NOT YET BEEN RETURNED. YOUR COOPERATION AND PARTICIPATION IS VITAL TO THE SUCCESS OF THIS STUDY, PLEASE SIT DOWN TODAY, FILL OUT YOUR QUESTIONNAIRE AND MAIL IT BACK TO US.

IF YOU HAVE LOST YOUR QUESTIONNAIRE CALL US COLLECT AT (919) 549-8311 AND IDENTIFY YOURSELF AS AN OPERATION FOLLOW-UP RESPONDENT. WE WILL THEN SEND YOU ANOTHER QUESTIONNAIRE.

PLEASE HURRY. WE ARE WAITING TO HEAR FROM YOU.

JAY DAVIS
PROJECT DIRECTOR

1754 EST

MGMGBOB GBO

Attachment G

## FIRST COVER LETTER TO PARTICIPANTS

Dear Member of the High School Class of 1972:

Here is the OPERATION FOLLOW-UP questionnaire that was promised you a couple of weeks ago. Please take a little time and fill out this questionnaire.

OPERATION FOLLOW-UP is based upon a sample of the total population of about three million 1972 high school seniors. You and the other members of OPERATION FOLLOW-UP, therefore, are the voices of all students in the class of '72. Thus, it is important that you complete and return your questionnaire as soon as possible in the enclosed pre-addressed envelope.

Instructions for filling out your questionnaire may be found on the inside of the front cover. Should you have any questions about the study itself or the questionnaire, please write or call me:

Dr. Kenneth A. Tabler
USOE Project Director
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I appreciate your cooperation. Your help will be a significant contribution to the National Longitudinal Study of the High School Class of 1972.

Sincerely,

Kenneth A. Tabler
USOE Project Director

KAT:fh

Enclosure

SECOND COVER LETTER TO PARTICIPANTS

Dear Member of the High School Class of 1972:

About three weeks ago you should have received a large certified mail envelope containing an OPERATION FOLLOW-UP Questionnaire Booklet. This questionnaire is for you to use in telling us about your achievements and experiences since leaving high school.

As of today, your completed questionnaire has not been received. Just in case you never got it or have misplaced it, I am sending you another.

Please take a little time now to fill out the questionnaire. As best you can, simply answer each question which fits you. Omit any items that don't apply to you. When you have answered as many of the items as you can, put your completed booklet in the prepaid envelope we have provided, and drop it in the mail. No stamp is necessary--any mailbox will do.

I deeply appreciate your help. Your answers are important in helping us learn how to improve the educational and vocational opportunities for the young people of today and tomorrow.

Sincerely,

Kenneth A. Tabler
USOE Project Director

KAT:fh

Enclosure

Attachment H

## TIME FRAME CHART

| Second Follow-Up | | First Follow-Up | |
|---|---|---|---|
| Question Number/Substance | Time Reference | Question Number | Time Reference |
| A. General Information | | | |
| Q.1--What doing | 10/1st/74 | 1 | Now |
| Q.2--With whom do you live | " | 4 | 10/1st/73 |
| Q.3--How describe living quarters | " | 5 | " |
| Q.4--Describe location where lived | " | 6a | " |
| Q.5--Is this same place you lived a year ago | 10/73 | -- | -- |
| Q.6--How far is this from where you lived | | 6b | H. S. Senior |
| B. Education and Training | | | |
| Q.9---Schooling | 10/73 thru 10/74 | 23 | Since H.S. |
| Q.10--Schooling | 10/1st/74 | 25 | 10/1st/73 |
| Q.11--Name/location of school | " | 26a | " |
| Q.16--Classified as full-time student | " | 27b | " |
| Q.17--How many hrs./wk. did classes meet | During 10/74 | 27c | " |
| Q.18--How classified by school | " | 27d | " |
| Q.19--What field of study | 10/1st/74 | 28a | " |
| Q.23--Studying for a cert./license/degree | " | 42 | " |
| Q.24--Was field of study the same | 10/73 and 10/74 | 34 | 10/72 and<br>10/1st/73 |
| Q.26--Was school the same | 10/73 and<br>10/1st/74 | 30 | 10/72 and<br>10/1st/73 |
| Qs.28-29--Hrs./wk. working while going to school | During 10/74 | -- | -- |
| Q.30--Did you work for the school | " | -- | -- |
| Q.31--Someone at school help find job | 10/74 | -- | -- |
| Q.32--Other school | 10/73 to 10/74 | -- | -- |
| Q.33--Name/location of (other) school | " | -- | -- |
| Q.39--Grades | 10/73 thru 10/74 | 41a | H.S. thru 10/73 |
| Q.42--How many credits earned | H.S. to 10/74 | 41c | H.S. to 10/73 |
| Qs.44 thru 57--School Finances | Fall 73 thru<br>Summer 74 | 46 & 47 | 1st year<br>after H. S. |
| Q.58--Any OJT, apprent., manpower training, etc. | 10/73 to 10/74 | 21 | H.S. to 10/73 |
| Q.66--Earn cert./license, diploma, etc. | " | 43 | " |
| Qs.67-73--Using your training | Since leaving H.S. | -- | -- |

Time Frame Chart (continued)

| | Second Follow-Up | | First Follow-Up | |
|---|---|---|---|---|
| | Question Number/Substance | Time Reference | Question Number | Time Reference |
| C. | **Work Experience** | | | |
| | Q.74--Hold job | 10/73 thru 10/74 | 48a | 10/1st/73 |
| | Q.75--Hold job | 10/1st/74 | | |
| | Q.76--Describe job held | " | 49 | " |
| | Q.85--Expect to be working | 10/75 | -- | -- |
| | Q.86--Expect to be working for same employer | " | 52a | 10/74 |
| | Q.87--Expect to be working at same kind of job | " | 52b | " |
| | Q.88--Working at another job also | 10/1st/74 | 53 | 10/1st/73 |
| | Q.91--Reasons for not working | 10/1st/74 | 48b | " |
| | Q.92--Working at any other job | 10/73-10/74 | -- | -- |
| | Q.97--How many weeks worked altogether | 10/73 to 10/74 | 58a | 10/72 to 10/73 |
| | Q.98--How many different employers | " | 58c | " |
| | Q.99--How many weeks looking for work | " | 58b | " |
| | Q.100a--Working | 9/74 | -- | -- |
| | Q.100b--Looking for work | " | 48c | 9/73 |
| | Q.101--How long looking for work | 9/end/74 | -- | -- |
| | Q.103--Looking for work or a different job | 10/73 thru 10/74 | -- | -- |
| D. | **Family Status** | | | |
| | Q.105--Marital status | 10/1st/74 | 7a | 10/1st/73 |
| | Q.107--What was spouse doing | 10/74 | -- | -- |
| | Q.108--Describe spouse's occupation | " | -- | -- |
| | Q.109--Spouse's education | " | -- | -- |
| | Q.111--Number of dependents | 10/1st/74 | 10 | 10/1st/73 |
| | Q.112--Were you dependent upon others | " | 9 | " |
| | Q.113--Estimated income | 1974 | 11 | 1973 |
| | Q.115--Did you owe money | 10/1st/74 | -- | -- |
| | Q.116--Money saved | " | -- | -- |
| | Q.117--Plan to have a child | Before 10/75 | 17 | Before 10/74 |
| | Q.118--Number of children | 10/1st/74 | 9 | 10/1st/73 |
| E. | **Military Service** | | | |
| | Q.121--Served in military | Since 10/73 | 64 | Since H.S. |
| F. | **Activities and Opinions** | | | |
| | Q.131--Participation in groups | 10/73 thru 10/74 | -- | -- |
| | Q.139--Expect to be doing | 10/75 | 16 | 10/74 |